

THE SCHOOL JOURNAL.

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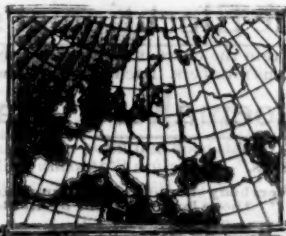
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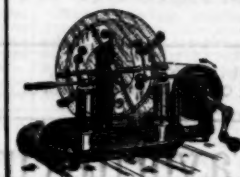
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CONTENTS.

EDITORIAL.

Knowing What We Believe.—Record of Right and
Wrong Doing.—Professional Politicians.—No Educa-
tion Except by Doing Something..... 231
A Few Thoughts..... 232
Duty..... 232
A Card..... 232

EDITORIAL NOTES.

EDUCATIONAL ARTICLES.

Industrial Education. By Supt. S. G. Love..... 233
Book-keeping as a Branch of a Common School Course.
By Prof. C. W. G. Hyde..... 234
Pine Grove School. By Byron A. Brooks..... 234
In What are Children Interested..... 234

THE SCHOOL-ROOM.

Object Lesson on a Lake..... 234

BRIEF LESSON PLANS.

Language Work—Primary Geography—Teaching Gram-
mar—Busy Work—An Alphabet Lesson—Soap-Bubbles
—Long Division—Exercise for Examination—Long
Measure..... 235

READING CIRCLES.

GENERAL EXERCISES..... 236

Holidays and Their Meaning..... 236
Persons and Facts..... 237
The Things of To-Day..... 237

EDUCATIONAL NOTES.

Brooklyn..... 238
New York City..... 239

LETTERS.

Questions..... 239

BOOK DEPARTMENT.

New Books..... 240
New Music..... 240
Literary Notes..... 240
Catalogues and Pamphlets Received..... 240

NEXT week we shall commence a series of articles on "Mind Studies for Young Teachers," written with great care and free from all technical and ambiguous terms. The articles by Mr. Love are especially good. We have excellent Thanksgiving, Christmas, and New Year Exercises waiting. Thanksgiving will appear week after next. We shall publish a series of illustrated articles on "Physical Training for Scholars," by Supt. Ballard, of Jamaica, N. Y. Next week Bryant's Birthday will be remembered by an exercise, prepared by Miss Josephine E. Hodgdon, author of the well known "Leaflets." Will our readers notice that we are making the Journal adapted to the wants of the working teacher.

IT is a great thing to know what we believe. Many do not. They pin their faith to somebody else's sleeve, and say: "Mr. So-and-so says so, and I say so, too." If they say, "I am a democrat," or, "I am a republican," and are asked, "Why?" the answer comes: "Because I am." That is the end of all argument. They don't know free trade from any other trade, or civil service reform from any other reform. They vote for their party candidates

without knowing whether among them may not be found a political rascal. In a free country like ours a voter should not only be able to read his ballot, but he should also know why he casts it as he does. It has been said that all men may be divided into two classes—those who lead, and those who follow. Of course it is impossible for all to lead; there would then be no followers; but all can know why they are going in a certain direction. An intelligent and independent following is as manly as an able and honest leading.

In the school room, as in the world outside the school room, there are two kinds of good pupils—those who obey, not thinking why, and those who obey, knowing why. A tyrannical teacher, if he is permitted, unmolested, to exercise his authority, will make slavish scholars. They will go and come. After a while they will lose their power of intelligent following and become mere tools in the hands of those in authority. Such men are not wanted. Intelligent followers are wanted,—those who know what is right and follow it, because they are convinced it is right.

A hundred questions are presented to the voters of this country for their decision. The answers will be cast in ten thousand ballot boxes this fall, and the result will affect the prosperity of our entire land. Temperance questions, labor questions, suffrage questions, educational questions, commercial questions are asked, and the answers they receive will affect a thousand industries.

Within a very few years the school-boys of to-day will be voters, and a voter under a democratic form of government is a law-maker. These boys should be instructed so as to have opinions, and then so as to be able to express them. An unexpressed opinion has little weight. Thousands of "mute, inglorious Miltons" have died unknown. They might almost as well not have lived. We need to-day honest, outspoken, decided men and women. There is plenty of room for them, but there is no need of unthinking followers who are only "dumb, driven cattle" in the battle of life that is raging all around us.

There is hope for a pupil who intelligently and politely, but decidedly, opposes his teacher. The boys of our Revolutionary fathers in old Boston did not fear to oppose the leaders of the British army, and by maintaining their cause they gained what they wanted. Some of those very boys became the leaders among the men of our early constitutional history. It has often happened that in school troubles the pupils have been right and the teacher wrong, but it has not so often happened that pupils have been able to assert their independence against the unjust claims of a tyrannical teacher.

IT is too bad that so much of the valuable space of our great newspapers should be given up to a record of wrong-doing. If a man has committed suicide, or killed his wife, or robbed a bank, or been guilty of an outrageous crime, reporters flock to the locality where the deed was committed, like unclean birds of prey, vying with each other to get the greatest quantity of details. It makes no difference how insignificant the man has been before, at once he is lifted into notoriety. His former life, father's family, his genealogical and personal history, are all paraded before the world. This mass of information is telegraphed by the agents of the associated press all over the country, and read by interested thousands at the breakfast table and in the cars on the way to business. Worse than this, our great Sunday papers gather up the most sensational of these delectable morsels, and condense them into their columns, and tens of thousands spend the entire morning of Sunday in reading the details.

Now, suppose that instead of recording wrong-doing, the papers of the country should gather all the right-doing they could find. The police of our large cities could help them in this matter. There are thousands of children adopted every week, poor families visited and fed, thousands of dollars are raised for all sorts of benevolent purposes. Let the world know more about these charities. It would incite others to good deeds. Our schools have been raising money for Charleston sufferers, and all the churches, that are churches, are continually contributing to sustain worthy charities at home and abroad. Millions of money, years of valuable time, and lifetimes of labor are freely given to help the world up. We know a young lady of wealth, position, and intellect, who has devoted her life to benevolent work. She has unbounded energy, excellent health and judgment, and is following in the steps of others of her family who have been doing the same kind of labor. Let us draw the mantle of darkness over the hellish deeds of sin and crime, but throw the full sunlight of publicity upon the heavenly work of lifting this wretched world out of the slums of sinfulness into the clear sunlight of better thinking and acting. Publish the good! Let the wrong die in oblivion!

THE following is from a recent issue of the daily press:

Mayor Grace honored the memory of Hubert O. Thompson by acting as his pall-bearer, and yet at that very time he was preparing to prove that Thompson was a perfidious scoundrel.

This is the way of the professional office-holder. Outside, plausible; inside, scheming. Going to funerals with a display of ostentatious mourning, all the while secretly plotting to get into power. The best man is he who holds the situation. Selfishness—unutterable and unalloyed selfishness—is the motive force impelling professional politicians to action. The school-room must give us better men and women.

THERE is no education except by doing something. The child that does nothing learns nothing. There is a theory that the training of the mind can be accomplished without the activity of the senses. The theory is a false one! We gain knowledge only by means of the senses, and we can impart it only through the same means. The teacher who imagines he can educate his pupils by thinking without the use of eyes, hands, or ears, is wonderfully mistaken. There is no thinking, pure and simple, abstracted from the active world in which we live. Any thought, worthy of the name, takes hold of the live questions of the day. It cannot be otherwise. Let us see.

Religious thought centers around the idea of doing something. Active work is its very soul. The man who sits down and expects to "sit and sing himself away to everlasting bliss" will find himself greatly mistaken one of these days.

Political thought grapples such live questions as the tariff, temperance, civil service reform, the relation of labor to capital, taxation, and representation.

Scientific thought expends its energies in ten thousand practical ways, such as light, heat, steam, transportation, printing, and chemical applications.

Educational thought is now occupied in investigating the activities of childhood, finding out how the mind first shows itself, and how the expanding powers of growing boys and girls can be trained into a symmetrical maturity. Great interest, just now, centres around primary and kindergarten schools. The world is full of applications of thought. Our present civilization shows that teaching must deal with those subjects that will bring into active exercise the powers of the growing children, and prepare them to do something worth the doing.

A FEW THOUGHTS.

A TEACHER of a private school says she asked a gentleman to speak at one of her annual receptions, and he paid a glowing eulogy to the teacher's work. "No work was so important; the king on his throne was not doing so great a work, etc." Well, the next year the same gentleman applied to this teacher to have his two children received as pupils, and insisted that the two should be taken for the price of one; that is, at half price. Did this man really believe what he said in his speech? Do the public generally believe the teacher is to be of high value to the community? If it does not, what is the reason?

WHAT is being done to exalt the teachers' profession? The tendency is when a "place" has been got, to settle down and run through a routine of duties and draw pay. The public looking on says to itself, "That is not much of a profession." We cannot help the public from saying this, no more than we can help it from saying "Washington was great." Now and then a man comes into the poor school-house and all things change. The children are full of earnestness; they begin to exhibit the dawning of character as we call it. The parents see that this despised teacher is somehow a force that they cannot but admire. They feel that teaching like this is an occupation anyone might be proud to be in. They feel that this is more than teaching. Somehow, such a man is remembered for ten, yes twenty years in a district.

Now, the reason that man's work was so notable did not lay in his "magnetism," as some would say; that man taught, the others did not. So that every effort should be taken to become a teacher; hence the importance of normal schools—that is, real normal schools, there are many normal schools that are solely and simply academies. The disciples of Jesus were not the first normal school pupils we read of; there seemed to have been several normal schools in Greece as history tells us. The real teacher makes teachers, because he imparts truth; and truth is that wonderful thing that upon being told operates on the life and character.

The young men and women who go out to teach awhile until something "turns up" are doing the world an injury it will never get over. This comes not from the fact that they are experimenting on the children and learning how to teach at the expense of the children, but because they do not start aright. They enter the school-room with wrong conceptions of their work. Teaching is "hearing a spelling class" or "hearing an arithmetic class" as they conceive it. A part of the work deals with spelling or reading truly. He who polishes a diamond deals with emery and rouge, but he is a diamond polisher after all.

To teach is a great thing, and while many make it a small thing, it must be said that teaching is the noblest work man can do, and worthy of the highest intellect.

THE closing of fifty years of work as a teacher by Miss Whitney is really a remarkable and interesting event. She has done for children what no other woman in this city has done, unless that woman has been a teacher. The number of children who have been under her influence must be numbered by the tens of thousands. Honor and praise to those who like Miss Whitney have labored so earnestly to do good to children—note, to do good—for all bear testimony that this modest, earnest, christian woman at every step wrought a good work for her pupils. In no other occupation could she have done so much good; and so it is right in the words of Street to say:

The Teacher's life, most pure and high,
The opening mind with gems to store;
To upward point the wond'ring eye
When youth's frail bark forsakes the shore,
The world its hollow plaudits bears
To fame that's won amidst its strife;
But deeper, loftier praise is theirs
Who honored lived the Teacher's life.

The other day a gentleman of evident culture was introduced as the editor of a *Chess Journal*. Somewhat startled, the inquiry was made as to whether such a journal was patronized?

"Oh, yes, there are several such journals; they are all well supported. Every one who is interested in chess takes one, sometimes two."

Then there is the *Blacksmiths' Journal* and the *Tinsmiths' Journal*, and the *Milliners' Journal*, and the *Dressmakers' Journal*, and so on. All of these seem to be well supported.

Yet if you ask nine teachers out of ten whether they subscribe to an educational journal you will get a negative answer. Why does he or she feel less interest in education than the chess-player, the blacksmith, the tinsmith, the milliner, the dressmaker, does in his special occupation? This question has been asked a great many times and the conundrum is still before the teachers; it is a conundrum.

DUTY.

Duty, as a motive, is said to be a low incentive. Is it so? Let us see.

Duty is obedience to the law of right. We may do right

1. Because it is right.
2. Because it is agreeable.
3. Because it is commanded, and we are willing to obey.

The cold, emotionless impulse of duty that compels an individual to go through a certain round of obedience, *simply because it is right*, with no feeling of love or affection, is not in sympathy with the world as it is. It reasons, "I am commanded to go. My Ruler is good and intelligent; I believe He knows; I will obey." In this there is no high, noble, self-denying emotion of sympathy. It is cold, passionless, and inhuman.

But some one says: "You must cultivate affection by working for others you do not love. *Work yourself into love for your work!* Apply your whole time and thought in a given direction, and if the object is worthy you will come to love it. Working for any object develops within us an interest in that object, continued work develops greater interest, and this cannot help ripening at last into ardent love for the work and those for whom we labor."

There is truth here. It is far better to do our duty in a cold, passionless way than not do it at all. If we wait until we love a certain kind of work we ought to do we shall probably wait a lifetime. If we commence in a cold, inhuman manner to do our duty, we shall end in a condition of loving obedience *if we keep at work long enough*; but it is more praise worthy to do the right thing because the thing is pleasant to do, than to do the same thing *"simply because it is right."*

A teacher cannot have strong affection for a hateful pupil. He often has a positive aversion to him. He can't help it. Is that any reason why that teacher should not work for his reformation? Not at all. The teacher goes to work. Duty impels. The sense of having done duty is pleasant. By and by the obdurate pupil shows a little human affection. It shows itself in the eye, lip, voice, and action. This produces like feelings in the teacher, and soon love, not duty, is the impelling motive. Immediately the work takes on new interest. The boy is transformed into a new being, and duty becomes affection.

We are often obliged to do for a time what we do not like to do. Keep at it! Interest and love will come by and by, if the work is in the line of duty. Wrongdoing never brings genuine interest. There may be fascination about it, but never love. Right-doing is always certain, sooner or later, to be interesting.

THE Annals of Hygiene says:

"From a hygienic point of view, corporal punishment is not to be encouraged. When a teacher 'thrashes' a pupil, he or she is generally in anger, and from this very reason, is not able to accurately gauge the amount of force that is meted out. A sharp blow on the ear has caused incurable deafness, and it has more than once occurred that a boy or girl has been ruined for life by corporal punishment inflicted at school. We are pleased to see that this method of correction is deprecated in the last report of the Massachusetts School Board, wherein it is stated that 'a teacher who finds it necessary to use corporal punishment to any appreciable extent, gives evidence of a want of ability to control.'"

THE time is not far distant when it will be possible to travel from eastern Europe to western Asia by rail, and within a few years an express train will be run from Paris or Berlin to Calcutta. The announcement has just come from Bombay that the branch of the Indus Valley Railroad, to run from the plains of Upper Sind to Sibi, on the frontier of Beluchistan, which was begun in 1879, is complete as far as Quetta, leaving a hundred miles more to be built. This work has been hindered by the difficulties met over the abrupt mountain chains and through the tortuous gorges. The time is near when the entire globe will be girt around with bands of steel.

A CARD.

In the October number of the *Bulletin*, Syracuse, N. Y., published and edited by Mr. C. W. Bardeen, is a letter purporting to have been written by Mr. W. D. Kerr, secretary of the Union Teachers' Agency in this city. In this communication there is a very uncomplimentary allusion to myself. As my relations with Mr. Kerr have always been friendly, I took occasion at once to ask of him the cause of his remark. In his reply he says:

New York, Oct. 20, 1886.

DR. ALLEN.

Dear Sir:—In answer to your inquiry concerning the statement alluding to you, over my name, in the October number of the *Bulletin*, permit me to say that I did not mention your name therein. There is evidently a mistake somewhere.

Yours truly,

W. D. KERR.

The only conclusion to be drawn must be that Mr. Bardeen interpolated the personal remarks without authority, and published them as coming from his correspondent.

JEROME ALLEN.

REV. DR. B. A. HINSDALE of Cleveland has prepared a course of lectures on "Title Deeds to the United States." They include all the important phases of this subject, especially from the Revolutionary war to the present time, and have been prepared with special reference to the growing interest in American, and particularly Western-American history. They are illustrated by maps prepared for the purpose. There is a rich treat in store for any community engaging Dr. Hindsdale's services.

WE congratulate the Detroit Board of Education in obtaining the services of Dr. John B. Peaslee as superintendent of schools under their care. We have the highest opinion of Dr. Peaslee as an organizer, a teacher, and a man.

THE recent fire in Harlem gave an opportunity for an exhibition of the discipline in school No. 78, in Pleasant ave, under Miss Falvey and Mrs. Callahan, the two principals. The first intimation of the fire was the flames shooting past the windows, followed by the cloud of smoke. Some of the teachers feared that it might be the school-building that was on fire. Word was quickly but quietly passed from class to class, and although the teacher's cheeks were seen suddenly to flush up with fear, they quietly ordered:

"Put up your books, children," and then each class marched out to the street under its respective teacher and all without a word of alarm or show of excitement. Not until the children were out of the building were they warned of any danger, and then the teachers saw that they did not linger near the fire and started them to their respective homes. In some cases the children met their parents who had become alarmed when it was known that there was a fire so near the school.

CHARITY is often well bestowed. We have an example of this in the Armour Brothers, of Chicago, who have founded in that city a mission church and school which promise to bestow great benefits upon the needy public. The buildings are nearly ready for occupancy, and include a nursery, a kindergarten, a library, bathing rooms, and a free dispensary. The establishment will be maintained by the rentals of fifteen apartment houses now being erected for the purpose at a cost of \$100,000.

We have received for the old teacher who is dying in want near here, "Subscriber" \$2.

A TEACHER recently interviewed in Saratoga said that

In parts of Ohio, Indiana, and Illinois, it is simply impossible for a man to hold a position of superintendent of schools without being owned by somebody. The school book houses and the local politicians run the boards of education, and unless a man is willing to become the subservient tool of some book house or a mere creature of the politician, he cannot secure an election as superintendent or cannot remain long in such a position.

How is this? Our columns are open to a refutation of this libel.

The salaries of female teachers in the girls' high school of San Francisco have been increased, making them conform to the salaries paid to the male teachers in the boys' high school. Thus senior class teachers get \$160 per month; all other assistant teachers \$140, and the teachers of natural sciences and normal class teachers \$100.

The "boodle" alderman of New York City are having a hard time of it. The prospect now is, that Sharp and four or five of his underlings will spend several years pounding rock at Sing Sing.

INDUSTRIAL EDUCATION.

By SUPT. S. G. LOVE, Jamestown, N. Y.

"Is industrial or manual training practicable?" Just so far as it is useful, just in keeping with its importance, it is; and it must be, and will be made practicable. If it ranks in its benefits to the recipient, with the study of numbers, or language, it should, and it will in good time take its place beside them in the curricula of our schools. So in proportion as it is seen to be useful, as we learn that it constitutes an essential element in the education of youth, it will become a part of their daily duties in the schools. Hence the test of the practicability of training in the manual arts in our schools must be made by determining the degree of its usefulness; and I venture to state just here, that it would be the part of wisdom if some of the recognized subjects of study could be more carefully measured by the same standard.

USEFULNESS OF MANUAL TRAINING.

We start out with this proposition: That any system of education, that does not have for its object in some degree the self-sustenance of the recipient, that does not aid him in becoming a producer, is radically defective. Fifty or sixty years ago, an education in the schools of that day was a sufficient guaranty for a livelihood. The recipient could step to his place in business, commercial or professional life, and woo and win success. There were few competitors for the places of educated men and women, and they were the acknowledged superiors of the uneducated masses.

This is not the case to-day. An education obtained from books and competent instructors does not necessarily aid one in becoming a good bread-winner. It is a noticeable fact that very many of our youth who complete the course of instruction in our high schools, have but one resource for obtaining a living by their own labor, and that is teaching. They are effectually shut out from the rest of the world until they shall have learned to do something, learned to use their hands in some useful industry; and so in sheer disgust they not infrequently give their education to the dogs, and go to work. But not always. The ranks of the idlers and the demagogues are often replenished by them.

In the education of our youth we proceed upon the theory that they are purely intellectual beings, and hence that the pursuits of the school should be for the sole purpose of developing the intellect. Now the fact is, children, as well as men and women, are animals, having physical organisms to be trained and developed. The physical nature makes it necessary for them to know something of the physical world, objects that they can see, taste, and handle with their hands. And the better they know this outer world, how to mould, change, transform it to a useful purpose, the more likely are they to be included among those, the fittest to survive. The earlier they are introduced into this field of labor, experience, the better hold do they have of life, and the more serviceable may they become to themselves and others.

Self-made men and women, so-called, take their places among the great and powerful, by being compelled, through necessity, to become familiar with work, to learn to do, as well as to study books. They have had manual training all their lives. Wendell Phillips says, "The best education in the world, is that got by struggling to get a living."

ATTRACTION TO CHILDREN.

The great majority of children and youth prefer to do something,—go on errands, do some kind of work that is pleasant, agreeable,—to the drudgery of study, trying to obtain useful information from a book. Call for a messenger in a school-room full of pupils and three-fourths of them will jump at the opportunity of getting away. The life of a student is not natural to them, and, notwithstanding the best and most wisely directed efforts of the best instructors, they will give up efforts in that direction, when once free from the restraints of the school-room. They don't expect to live by study. They don't want to, and they will not. They do expect to work, and if they were early and wisely trained to use their powers in learning to do a great variety of things, it would help them materially on the high road to good living, and aspirations to success.

No, we need not even think of giving up the school, but only add to the courses of study, or substitute for some things of less importance, a careful continuous training in the manual arts. In this way they are kept down to practical views of life, and a close alliance with the things from which they are fed, clothed, and sheltered. The healthiest, clearest, most vigorous minds are usually found in bodies which tread the earth with the proud

consciousness that they know how to appropriate and use some of the things contained therein.

It seems to me that it is the height of unwisdom to keep young children, and youth as well, all the day at work upon subjects in which they have little interest, small power to appreciate, and weak memories to retain what they neither understand nor care for, when a way is open to interest them, open to their understandings, more directly calculated to prepare the way for a true development of character. Is there not a suspicion abroad that young children, especially in our graded schools, are trying to learn too much and too many things from books? that the confinement of the school-room is not evenly adjusted for the growth and strength of the body, that so much study of subjects above their powers and aspirations has a tendency to weaken their love of knowledge? Are not some people thinking and saying that the curricula of our primary and secondary schools need to be revised and corrected, substituting the word "do" for the word "study," so that they may do more and study less? The difference between the study of books and the manual arts, is just this: after the work of learning, committing, comes the examination, and, like the boy who planted some beans and then proceeded to dig them up every few hours to see if they were there, and how getting along, we undertake to determine by questions not always legitimate, the contents of his storehouse of learning; and some portion of it being beyond his years and experience, the result is not satisfactory to either teacher or pupil. The examination being over, the interest is gone, and the memory fails to retain; while the training in the manual arts, the lessons, the experiences are permitted to remain in the mind for suitable digestion and assimilation. There is no premature search after what he knows, no fear of catechists or catechisms, until his thoughts have ripened and he has something to say.

SKILL RESULTS FROM TRAINING.

The movements of a child, with the body, the hands, the eyes, are at first, without meaning, mechanical, emotional, more or less unconscious, but by experience, training, they become intellectual, more or less under the direction of the mind. The infant in learning to talk uses words without knowing the meaning of them, and often with no definite purpose of expressing an idea or thought; the incoherent utterances are simply manifestations of a fulness of animal life, an overflow of spirits; but through the careful, skillful efforts of the mother and friends, and the influence of companions, these unmeaning expressions rise to an intellectual apprehension of their meaning. So the first efforts of the child at school are more or less mechanical, unmeaning, but by experience and practice the mental processes are mastered and at length become more and more complicated.

In a similar condition we find them with regard to the use of their hands and eyes, in forming, molding, and making objects useful and beautiful; and in a similar manner, if at all, must these powers, faculties, be trained and developed. So we believe it is wise to have our children grow to manhood and womanhood, with some knowledge of language, mathematics, and the sciences; why not also give them some practical knowledge of the things they live by, are clothed with, and sheltered under? Why not give them instruction in the manual arts? We do not teach the professions in our public schools, nor should we the trades, but simply give them as much instruction, experience, as will enable them to choose wisely when finally they are ready to enter upon their life work. A young man at this period of his life, who knows his powers for work with his hands, who has been trained more or less in the manual arts, in addition to intellectual culture, has a decided advantage over those who have not; and why not in the name of human progress give it to him in the school, as the chances are that he will get it nowhere else.

DISCOVERS THE BENT OF A CHILD'S MIND.

If education in the manual arts, either from necessity or choice, at school or in the struggle to get a living, is an essential factor in a successful life, then these young people who have been trained in this, as well as the other departments, are certainly fortunate, while they have no better claim than others without these advantages. And if it can be shown that manual training is important in one instance of a successful career, the claim is good for all the children and youth in the land.

In all of our schools we find a greater or less number of pupils, who for some sufficient cause do not take kindly to books and study. They may be faithful, but they are weak; they may be willing, but they cannot accomplish their tasks; they may be dull, but they are also

indifferent. These classes of pupils cover a large field of the educational work of the teacher. And what becomes of them? Some of them fall out early by the way; some continue the unequal struggle, blindly groping their way, until thick darkness envelopes them and they too fall out. Others still hold on, encountering persuasion, entreaty, threatening, driving, until at last they become incorrigible. They not only can not, but they will not be profited by the best efforts of the instructors. Now I undertake to say that almost every individual in these classes may be reached, may be made intelligent and appreciative, may be made to forsake evil ways and become attentive and obedient, by simply putting their senses and their hands into harmonious relations with their minds. Training in the manual arts will accomplish this very desirable result, in many cases, as I know from repeated trials, and under the most favorable circumstances will seldom fail to deeply interest the otherwise indifferent, stupid, and incorrigible. The unfolding of the mind is well nigh an accomplished fact, when it is attempted through the use of the eyes and the hands. The world becomes beautiful and attractive to those who are engaged in making it so.

MANUAL TRAINING BETTER ADAPTED TO CHILDHOOD.

If we compare the time employed in study and research, by the pupils in our primary and secondary schools, with that of men and women in the ordinary walks of life, we shall find that the former greatly exceeds the latter. We must also remember that the brains of the young are in a formative condition, and are not a perfect medium for the action of the mind, that the food taken should to a large extent go to nourish and develop the body; that the growth and development of the brains, the mental powers, should be natural and not in any sense forced, and that all intellectual work should be as nearly as possible voluntary and without restraint. Hence the admonition to make the duties of the school-room pleasant and attractive, in order that the pupils may be drawn rather than driven thereto.

And yet we all most thoroughly understand that idleness, listlessness at school is pernicious, fruitful of evil, and none more than those of us who think we have discovered, that under our present system of education the young minds are liable to be over-worked, that they are "fetched through" their annual courses, at a sacrifice of mental vigor for future attainments, and are not infrequently made dull and stupid, instead of active and bright, by persistent over-work. We know too that occupation, employment, is the foster-mother of industry, that all legitimate success in life depends upon the constant use of the powers of the body and mind. So we say with a due degree of reserve and modesty, that the manual arts mingled with the study of books and things, suggest a reform much needed, and which should be introduced into our schools.

EDUCATING INFLUENCE.

"Nothing stimulates and quickens the intellect more than the use of mechanical tools. The boy who begins to construct things is compelled at once to begin to think, deliberate, reason, and conclude. As he proceeds he is brought into contact with powerful natural forces. If he would control, direct, and apply these forces, he must first master the laws by which they are governed; he must investigate the causes of the phenomena of matter, and it will be strange if from this he is not also led to a study of the phenomena of mind. At the very threshold of practical mechanics a thirst for wisdom is engendered, and the student is irresistibly impelled to investigate the mysteries of philosophy. Thus the training of the eye and the hand reacts upon the brains, stimulating it to excursions into the realm of scientific discovery, in search of facts to be applied in practical forms at the bench and the anvil."

These words of an able writer, a careful thinker and student, and a gentleman of large experience in schools for manual training, apply equally well to the girl who is early initiated into the mysteries of doing and making. She too learns that the mind must impress itself upon matter through the eye and the hand, and that by her skill in so doing she may rise to a useful member of society, discovering truths and receiving and conferring benefits. It is to her a priceless endowment.

[TO BE CONCLUDED NEXT WEEK.]

"The arguments in favor of both the old and the new educations are good at some points and the objections valid at others. Let us be fair. They cannot cross-cross and displace each other. The old, for its uses, is beyond the possibility of destruction; the new, for its uses, is beyond the possibility now of exclusion. We must move onward. Let us see that we do it wisely and safely."

DR. MAGOUN, before the National Association.

BOOK-KEEPING AS A BRANCH OF A COMMON SCHOOL COURSE.

By PROF. C. W. G. HYDE, State Normal School, St. Cloud, Minn.

There are three questions that belong to such a brief discussion of this question as can be given here.

I. *Ought Book-keeping to be included in a Common School Course?*

The study of the science of book-keeping in its length and breadth belongs to the high school, to minds of some maturity. But minds of some maturity are found in very many common schools, and the young men and women whose school life begins and ends in these schools ought not to be deprived of the advantage that comes with a knowledge of the elements of accounts. Furthermore, the educational value even to the immature school-boy and school-girl of learning how to keep, and of the habit of keeping an exact account of all their little business transactions is an important consideration.

Among the benefits to be derived by the pupil from such a habit are:

1. A familiarity with business forms, and with the vocabulary of business.
2. A training to *system* with reference to little things.
3. A training to precision in habits of thought and expression, as well as to economy of time and money.

I therefore give an emphatic answer in the affirmative to the first question.

II. *Is the general introduction of book-keeping into a common school course practicable?*

If it is not, the principal obstacle is the ignorance or the apathy of teachers. Do they say, "It is an abstruse subject," "I have never been instructed in it," "I cannot interest my pupils in it?" I answer, (1) It is not an abstruse subject. The principles of double-entry book-keeping are few and easily apprehended by one who is in earnest. (2) Any teacher of fair ability may—with the aids to self-instruction in this branch that are easily procurable—master the science and teach it. (3) If pupils hate the subject, the fault is usually in the plan of instruction. My own experience has been that students were inclined to neglect other studies for the sake of spending time on book-keeping.

4. All the objections alluded to above may be and are urged against the adoption of improved methods of teaching reading, language, history, and other subjects.

To teach any one of these subjects one must re-instruct himself in it—must study it anew from the standpoint of the teacher. If a teacher's own school course has in any sense fitted him for the work of teaching, it has done so by giving him such a training as to enable him to take up any new subject it is desirable to introduce into his school, and master it with a view of teaching it.

The answer to the second question then, is that the introduction of book-keeping into a common school course is practicable in any county whose teachers are fitted for their work and need not depend on the present knowledge the teachers have of the subject.

III. *What is a suitable course in book-keeping for common schools?*

1. A simple but thoroughly systematic method of keeping a pocket cash-book should be taught. The instruction here should be oral and the matter should be suited to the maturity and the capacity of the class. The transactions recorded should be—not such as belong to the jobbing-house, the grocery, the manufacturing establishment, etc., involving large amounts and the use of the language of the counting-room, but such as occur in the experience of school boys and girls who have money to expend.

For example: Jane's mother gave her a dollar for pocket money; she spent five cents for candy; gave her brother 15 cents to buy a top; Uncle John gave her \$2.30; she bought a copy of "Little Women" for \$1.00; bought a pen for one cent, etc.

2. Pupils fifteen years of age may take up the systematic study of double-entry book-keeping.

For this part of the work a good text-book is indispensable, and the course laid out in the text-book adopted should be faithfully followed.

Double-entry should precede single entry. The former includes the latter, and the writer of this article has found, in his experience of many years in teaching this subject, that students who have studied single-entry book-keeping do not grasp the principles of double-entry as readily as those who have never studied the subject at all.

The practice of keeping an accurate record of expenses greatly promotes habits of thrift and economy.

PINE GROVE SCHOOL.

By BYRON A. BROOKS.

CHAPTER II.

"Here comes the new teacher!" was the cry of the tow-headed sentinel, perched on the top rail of the worn fence which separated the school grounds from the adjoining pasture, as Miss Lovell approached. The cry was taken up by the others in turn, who at once assumed the attitudes betokening their several characters. The sentinel retained his perch and greeted the teacher with a good-natured stare. The larger boys ceased their play for a moment to give her a defiant gaze and exchange a few remarks, such as, "Isn't she fine?" "Who's afraid of her?" and similar exclamations; while a few of the older girls gathered around the door and greeted her with a cold good-morning. The younger ones hid themselves in fear behind their elders, and a few entered the room with Miss Lovell and quietly took their seats as if to indicate that they were ready to follow the instructions of the new teacher. She greeted them all with a pleasant good-morning and a smile of friendliness, which some of the boys interpreted as a sign of weakness, and which some of the girls resented as an air of superiority. Pupils and teacher had no other introduction to each other. None of the school trustees thought of his duty in this respect, and but one of them knew or cared anything about the school, except to make the necessary burden of its support as light as possible.

Squire Smith, who had engaged Miss Lovell, owned a large farm on the flats, a large family, and a large mortgage. He was called land poor. He was a hard working man with a careless wife and a tumbledown house full of dirty, black-eyed children; but he was the most intelligent man in the district, and the only one whom Miss Lovell had met who sympathized with her love for knowledge and felt the need of education and training for his children. He had assured her of his support, but for which she would have been almost disheartened at the outset of her undertaking. The Smith children were all in their places looking a little more tidy than when she saw them at home. They greeted her with a snap of welcome in their shining eyes which spoke more than their stammering words and awkward gestures. There were the two oldest girls, Lois and Liza. Then Amasa, a tall, disjointed youth of sixteen; then Maggie and Susan; and last, two chubby, dirty boys of nearly the same age, Jamie and Johnny. Slowly the pupils sauntered into the room, until one asked permission to ring the bell, when the boys came in with a boisterous rush, rudely flung their hats upon the benches and began talking to each other, scarcely noticing the teacher. Last came in the two largest boys, with the exception of Amasa, the bad boys of the school, Jiles Jones and William Brown—Bill Brown, the boys called him.

They had just come from the grove of pine-trees growing among the rocks at the rear of the school-house, from which it took its name. They had not been seen by the teacher when she arrived, as they were hidden among the branches, high up the tall trees gathering pitch, but they had seen her and taken her measure, they supposed. They had determined to test her mettle the very first day. As they entered the room, they walked swaggering across the floor with their mouths full of pitch, which they vigorously chewed, and their hands and pockets also full of the sticky substance which they proceeded to distribute among the other pupils.

Miss Lovell was entirely surprised by such conduct, but what pained her most, and seemed most inexplicable to her was an undercurrent of hostility between the pupils and their teacher which she now clearly perceived and felt weighing upon her. This she could in no way account for, as she was almost an entire stranger to every family in the district.

What she did not know, was that in the Pine Grove School, as in many others in the land, the relation of teacher and pupils had always been one of open hostility. When there was not war, there was only a cessation of strife or an armed neutrality. The parents sent the children to school with the benediction that they hoped the teacher would thrash them well, probably with the desire that their own lack of discipline would be amended at school, and cheered the teacher with the announcement that the scholars were a rough set and needed to feel the rod often to enforce their lessons.

The former teacher, a young man, had attempted to carry out that policy and failed, for while they required the teacher to "keep order" and make the children "toe the mark," at the same time many of them sided with the children in the many strifes which arose in consequence.

But of all this Miss Lovell was ignorant as she stood before her pupils, that first trying day, and grieving almost to tears, pondered in vain, as to the source of the evil spirit which seemed to be aroused against her. Yet on the part of many pupils, it was not so much a feeling of opposition to her, as a falling into the attitude which seemed to be the only one, of regarding themselves and their teacher as "natural enemies."

[TO BE CONTINUED.]

IN WHAT ARE CHILDREN INTERESTED.

NOTE.—The following is the summary of an article recently published in the *London Journal of Education*.

I. Young children are interested in all natural objects, as objects; the superficial aspects of nature in general attract them—superficial facts and superficial causes. Hence, first in the order of studies comes Nature-knowledge, developing gradually into the genuine study of Natural Science. It is, of course, important to remember that the scientific stage must no more be too long delayed than too much hurried. In the order of Science, while both observation and experiment are present from the beginning, the stage of systematic experimental inquiry would seem naturally to come later than that of systematic observation—Botany, as a definite study, before Physics. The reason for this relation of order lies in the fact, that experiment rests more on the suggestions of abstract thought than does observation.

Thus, the Natural Science course of a school would be arranged in some such order as the following:

- (1) Object lessons, covering a regular course of Nature-knowledge.
- (2) Botany, or a similar science, treated descriptively, and later carried up to the reflective stages.
- (3) Elementary Physics, with easy experiments and explanation of the simple kind, to be continued into some one definite line of study later.

II. Young children are interested in all social objects, as objects appealing to their rudimentary faculties of emotion and imagination. Hence they care for all kinds of literature dealing with the superficial aspects of human affairs, and it is important that this interest of theirs should not be allowed to lie dormant simply because they cannot go far in understanding the facts and questions involved. The course which deals with such matters might be conveniently called the Humanities' course, and would run somewhat as follows:

- (1) History, first pictorial and in its simple, pathetic aspects; but gradually becoming more and more an intellectual study, demanding all the resources of scientific thought.
- (2) Literature, as the expression of the best minds, taken in the same general order.

III. Young children are profoundly interested in the native tongue, on proficiency in which the gratification of their social nature, and the satisfaction of their instinct for expression, depend. Hence we may expect from them diligence in its study, if we proceed in the natural order:

- (1) Opportunities and demands for speech, and later for writing.
- (2) Supply of ample materials, which they are encouraged to appropriate and use.
- (3) Criticism of wrong usages in speech and composition, with gradual discovery of grammar rules, leading up to the reflective stage.

THE SCHOOL-ROOM.

OBJECT LESSON, ON A LAKE.

(The following lesson was given in the training department of the Normal College, N. Y. City, by a pupil teacher.)

General Purpose.—To lead the children to observe and think.

Special Purpose.—To give an idea of the appearance and formation of a lake.

Matter and blackboard work.

There are hollows in the ground that are like basins. The rain fills these hollows with water.

We call these basins of water, lakes; a lake is water with land all around it.

[The teacher is provided with a tray of sand which is arranged to represent a miniature lake basin.]

Teacher. Grace, will you tell me what you see in this tray?

Grace. I see some sand.

Teacher. I want you all to look at this sand very

carefully and notice how it is arranged. Toddie may tell me what she has seen.

Toddie. I saw that the sand was piled up around the edges of the tray and that there was a hollow in the middle.

Teacher. You have used your eyes well. If we should look about us out of doors, would we find the land all smooth and level?

Maud. Oh, no! there are hills and mountains.

Teacher. Yes, some parts of the land are as irregular as this sand. Far away from here there are some mountains that look like these tiny sand mountains; they form a ring very much larger, and within this ring is a deeper hollow. I have a story to tell you of a change that came to these mountains—a change so wonderful that it will make you think of fairy-land. One day a heavy black cloud made of many tiny water drops was moving slowly across the sky when it saw in the distance these high mountains. "O, dear me," sighed the cloud, "how can I ever climb over those mountains?" But the strong wind that had been pushing the cloud all the way from the sea whistled merrily, and laughed as he thought how many clouds he had carried over those mountains. So well did the wind work that in a few minutes the cloud was above the mountains. Who remembers what kind of a cloud we called this in the beginning?

Bessie. A heavy, black cloud.

Teacher. Perhaps it was the heaviest cloud that the wind had ever carried to the mountains, for he was so tired, that he fell asleep on the mountain top after having asked the cloud to wait for him. The little drops were glad to rest but they soon found that the wind had carried them to a very cold resting place. They shivered and drew close to one another, just as the little deer in the park huddle together on a cold day. Who sees what would happen if the water drops should come too near to one another?

Toddie. They would run into each other.

Teacher. Yes, and that is what the drops in the cloud did. Many tiny little drops were changed to one great big drop. These big drops were much heavier than the little ones. They kept getting heavier and larger all the time. What at last must have happened to them?

Grace. They must have fallen down on the mountains.

Teacher. Yes, they fell on the mountains. We said the cloud was very large. Suppose the mountains were not thirsty enough to drink all of the raindrops, what would become of the rest, Bessie?

Bessie. They might roll down the sides of the mountains.

Teacher. What have we here at the foot of our mountains? (Teacher points to the sand.)

Ada. We have a hollow.

Teacher. Remember that the big mountains were like these little ones. Let us see what would happen if we let some water fall on these mountain sides. (Teacher pours water.) Now what have we in the hollow?

Grace. We have a little pond of water.

Teacher. What is all around the water?

Toddie. Sand mountains.

Teacher. How many of you have ever seen a very much larger body of water surrounded by land? Well, Maud, where did you see it?

Maud. I saw it in the park.

Teacher. Do you know what we call the water in the park that Maud is thinking of?

Bessie. I think she means the lake.

Teacher. Can anyone tell me what a lake is—we have one in the park, and a little one here?

Toddie. A lake is water that has land around it.

Teacher. Very good! Grace, when the wind awoke from his nap what did he see at the foot of the mountains.

Grace. He saw a lake.

Teacher. Sadie, where was the cloud?

Sadie. It was changed to a lake.

Teacher. Was not that a wonderful change? Let us see if there are not more changes that the lake might make on the ground. Ada, did the shores of the lakes you have seen look like these?

Ada. No; they were covered with grass and flowers, and trees grew on them.

Teacher. Let us make our little lake as much like a real lake as possible. Bessie and Maud may come here and plant this moss and these twigs on the shores of our lakes. Does any one see why trees and flowers grow around lakes so beautifully?

Toddie. Because they can get so much water.

Teacher. Yes, the lake gives the plants water, and the plants make the lake beautiful. Is not that a pretty

way of paying for what they drink? Who has ever seen anything in the lake itself?

Grace. I have seen pond lilies, swans, and row-boats.

Teacher. Has any one ever seen a very large boat on a lake.

Maud. Yes, I saw a great big boat on Lake Saint Claire last summer.

Teacher. Maud has seen a very large lake. There are some lakes not far from here that are called great lakes on account of their size, and Maud has seen one of them. So we learn that lakes may be very large indeed. Who is ready to tell me what a lake is?

Sadie. A lake is water with land all around it.

Teacher. Let us all repeat that definition. I have here a picture which I want all of you to see. Toddie, what did you see in the picture?

Toddie. I saw a lake.

Teacher. Grace, how did Toddie know that there was a lake in the picture?

Grace. Because she saw water with land all around it.

Teacher. What would we call land with water all around it?

Sadie. An island.

Teacher. A lake is water where an island is land. We have a great deal more to learn about lakes, but to-day we can go no farther. On our next rainy day notice how little lakes are formed in the hollows of the streets and areas.

The rain will be sure to find the little hollows and fill them with water.

(The teacher now writes the statements as given at the head of the lesson, allowing the children to help in composing them. The children copy them.)

BRIEF LESSON PLANS.

LANGUAGE WORK FOR FIFTH, SIXTH, AND SEVENTH YEARS.

In connection with spelling, I have employed short stories, stanzas of poetry, the writing of sentences from dictation, misspelled words from reproduction exercises,—besides separate words which the pupils have used in sentences.

In reading classes, I occasionally read very short fables or stories (such as have been given in the SCHOOL JOURNAL), requiring them to be orally reproduced: first, in regard to the thought contained, and to the language. The pupils have seemed interested in this exercise; and I like it, especially because it generally secures a concentration of their attention. I also think it a good memory exercise.

I have had written reproduction of articles read in class—both with and without a previous knowledge on the part of the pupils that the articles were to be reproduced; but I find that the results under the latter circumstances compare very unfavorably with the others. In the individual composition work of the 7th Grade, I am trying to introduce, occasionally, an abstract subject. So far, the results have been encouraging.

I have lately been trying a plan in reading, which works well. When a paragraph of the lesson contains several difficult words, before asking pupils to read it, I write these words, one at a time on the blackboard, asking the pupils first to pronounce, then to tell me the meaning. Then, placing the best definition that I can obtain from the class opposite the word defined, I take the other words in order. After a short drill on these, I call upon some pupil to read the paragraph, substituting these definitions for the given words. This, of course, sometimes requires a slight change in the arrangement of the words, in order that it may read smoothly. Then when I call for the paragraph in the language of the book, it appears to be thoughtfully read. HATTIE B. GODFREY.

PRIMARY GEOGRAPHY.

Teach the significance of N., E., S., and W.,—beginning with the point from which the sun seems to rise. This the teacher may do by a number of drills, as pointing, facing, marching, locating walls of the school-room, etc.; then the points N., E., S., and W. should be applied to the walls of the room, and objects within until they are understood. A map of the ground plan of the school-room may then be begun and drawn by the teacher upon the blackboard, to be followed and practiced by the pupils. This being well understood the stove, desks, door, etc., should be added to the ground plan.

The school grounds may be taken up next, in a similar manner. Here the perceptive faculty, which predominates in childhood, will be brought into activity, and the child will be taught to observe flowers, trees, stumps, rocks, fence-corners, etc., and their relative positions. A water course or spring, if any is within the enclosure, should be noted, discussed, and its waters traced. Then taking up the surrounding town or township deal with it in a similar but more extended manner, noticing any woods, hills, rocks, trees, brooks, islands, capes, etc., until the pupils are familiar with the surrounding country. (If the school be in a town the opportunities for interesting the children are much greater by taking up the streets, railroads, public buildings, homes of pupils, etc.) Then a town or township map should be used, followed by the county map.

S. A. SAXMAN.

TEACHING GRAMMAR UNDER DIFFICULTIES.

At the close of the grammar class, the teacher said, "You seem to know your definitions quite well, but, when I put things the other way about, you are all at sea; & a. you can tell me what an adjective is, but when I ask what is a word modifying the meaning of a noun, you fail to answer. You don't understand

me now, do you John?" As John had not been paying attention he promptly answered, "No, sir!" The patient teacher took another illustration. "If I should ask you, 'what is a bird?' you would say that it is an animal with two legs; that it has wings, and is covered with feathers. But if I should say that in this box there is an animal that has two legs, and wings, and is covered with feathers, you'd know at once what it was." "A noun!" shouted the big boy in the back part of the room. The effect was overwhelming. E. W. SCHMERCH.

BUSY WORK.

I. BEADS—the familiar home "busy work" will rejoice the hearts of the little people, and a teacher may, with little trouble and at slight expense, furnish herself with a stock of beads and set of boxes; the latter being made by folding an oblong piece of stiff wrapping paper or pasteboard, to simulate a tin baking pan. If the corners be carefully folded, fitted, and either sewed or pasted, the little boxes will "do good service." Large clam shells are also available for holding the beads, which may be small, or large, glass, porcelain, or wooden. When small beads are chosen it is preferable to use a strong, needleless thread in stringing. Large beads may be strung together, or alternated with pieces of straw one inch long; a long, blunt-pointed needle must necessarily be used in the latter case. There are large wooden beads in red, orange, yellow, green, blue, purple, and natural wood colors, which may be strung in a way to illustrate the day's number lesson, or in imitation of a color arrangement made by the teacher with crayons, or paper tablets, upon the wall.

II. STICKS.—1. Lay in rows imitating in color arrangement rows of colored lines drawn upon the blackboard. 2. Teacher draws a series of forms upon the blackboard that the children imitate first with sticks, and afterward try to reproduce as outline drawing upon the slates. 3. Mix various colored half-inch or one-inch sticks; distribute, and direct pupils to put all of the same color into one pile. 4. Each child arranges sticks in verticle, or horizontal rows across the desk, keeping an account of the number of rows he has placed, mixes the sticks again, then relays the rows; the child who lays the greatest number of rows in the neatest manner, to be the one to collect the material at the close of the "stick game." M. E. COTTING.

AN ALCOHOL LESSON.

Martin says of alcohol: "Its proper employment is as a whip and one has no more right to apply it to a healthy body than the lash to overdrive a willing horse." We might say to the children: Do you think it is right to whip a horse that is doing his duty, and going ahead just as fast as he can? If his master keeps on whipping him, what will happen? So it is with our bodies. When they are doing their work right, we ought not to make them work faster by sending alcohol to whip them.

GEORGINA MENDUM.

SOAP BUBBLES.

The children at our school had a very pleasant time, Friday afternoon, blowing soap bubbles. About one dozen were busy at a time, and each tried to make the largest bubble. It proved an hour of genuine enjoyment, and all are anxious to have it repeated some day. A simple prize was given to the child who made the largest bubble.

Another attractive way of teaching the elements of physics in the primary department.

S. A. SEYMOUR.

LONG DIVISION.

In teaching long division for the first time, it is customary to use 11, 12, or 13 for a divisor. I have found it simpler to take some number like 102 or 101, as such numbers will be contained in the dividend as many times as the first figure of the dividend. Thus the child's attention will not be taken away from the process in trying to find how many times the divisor is contained in the dividend. W. N. H.

EXERCISES FOR EXAMINATION.

"Shut your eyes and be all ready to tell me what you see" with your mind's eye when I speak—

"All night the little blossom held up its cup to catch the dew."

Help the child to give a description of this pretty little mental picture—the flower, its shape and color, how it looks holding up its cup, glistening with dew.

Here are others; repeat slowly:

"The hollow winds begin to blow,
The clouds look black, the glass is low,
The soot falls down, the spaniels sleep,
The spiders from their cobwebs peep."

"There was a little, very little,
Quiet little man,
He wore a little overcoat
The color of the tan."

"By ten o'clock the sun shone brightly against the window-glass, and the warm fire within helped to make the window-sill comfortable; and here all five of the birds perched, thus getting the full force of the sun's rays."

"An eagle that drove a crowd of sea-fowl before him, swooped down to the water and caught a great swan; then the sea-fowl turned and followed the eagle and drove him before them until he dropped the swan and flew away."

LONG MEASURE.

Represent an inch, foot, and yard on the board. Tell the children what they are, and explain their use. Then let the table be learned thoroughly. Call upon the children to go to the board and draw the inch, foot, and yard. After they understand their value, give them rulers and let them measure books, desks, the yard, etc. Similar plans can be made for teaching square and cubic measure. MARY A. ROSCOM.

READING CIRCLES.

The New York State Reading Circle is doing a good work. During the past three months many county leaders have been appointed who are organizing many local circles. A large number of letters have been received from commissioners, superintendents, principals, and teachers, from which the following extracts are made:

I am willing to hold correspondence with the principal teachers of the county, or to visit them personally if it seems best, and organize all the circles I can.

L. O. W.

I think it would be an excellent plan to have county leaders. I shall do whatever I can to forward the interests of the reading circle.

T. W. S.

I shall cheerfully do all that my duties will allow me to, in promoting a work so highly beneficial to the teachers. I shall begin work at once, and await any further orders or suggestions which you may see fit to forward.

S. C. J.

In reply, would say that I will accept the appointment for this county and do the best I can for the circle. I shall push the work to the best of my ability.

E. E. E.

The plan you name in your circular letter for members of the New York State Teachers' Reading Circle, is a very good one. I am in hearty sympathy with the work and want it to spread.

J. F. W.

Yours of August 19, is before me, and in reply, would highly endorse the plan suggested. I feel that I have not the time necessary to make the reading circle a success in my committee district, and if county leaders could be provided to assist in the work, much would be accomplished.

L. M. B.

I would like about two hundred and fifty constitutions and by-laws. I have a few, but desire to send one to every teacher. They must read up or get out of the teachers' work. We must advance. You may send me about fifty blanks and whatever else you think I need. I have declared to myself that this coming school-year shall be the very best and most profitable of any during my administration.

T. S. G.

There are many superintendents who are fully determined that no teacher shall continue teaching within their jurisdiction, who has not energy enough to read the best educational books. It is a burning shame that there are many New York teachers who have never read Page's "Theory and Practice of Teaching." It would be interesting to get impromptu answers to the following questions from ten thousand teachers:

"Show the difference between prizes and rewards?"

"Why will prizes always be productive of evil consequences when offered in such a way that all may compete for them and only two or three obtain them?"

GENERAL EXERCISES.

HOLIDAYS AND THEIR MEANING.

Require compositions from several of the pupils on some one of the holidays. Assign the poems to others for recitations. Let the brief statements contained in the exercise as to the meaning of the holidays be given also by the scholars.

WASHINGTON'S BIRTHDAY—occurs Feb. 22. It is a national holiday, commemorating the birth of the "Father of our Country." George Washington was born Feb. 22, 1732, in Westmoreland County, Virginia. He accomplished a wonderful revolution, established our liberties, and laid the foundation of our government. He was pronounced, "First in war, first in peace, and first in the hearts of his countrymen."

SONG.—"The Land of Washington," or "America."

GOOD FRIDAY—is the Friday before Easter. It is kept sacred by the Catholic and Episcopal churches as the day of the death of Jesus Christ.

There was formerly a superstition with regard to bread baked on Good Friday. It would be kept by a family through all the next year under the belief that a few gratings of it even in water would cure any disease. Hot cross-buns are a remnant of this superstition. In London and all over England the day is ushered in with the cry of "Hot Cross-Buns!" which never ceases all the day except during church hours.

"One a penny, buns,
Two a penny, buns,
One a penny, two a penny,
Hot cross-buns!

EASTER—is one of the three great church festivals, the other two being Christmas and Whitsuntide. It is called the "Queen of Festivals." It always occurs on Sunday, but not on the same day of the month. The first full moon following March 21, is taken for the full moon of Nisan. The Sunday following this is always Easter. It is celebrated with great joy, for on this day Christ rose. It used to be the custom, and is still in the Greek church, to salute each other on the morning of this day by saying, "Christ has risen," and the other would reply, "Christ is risen indeed," or else, "And hath appeared unto Simon." All the symbols of mourning are removed from the churches, and the day is characterized by a grand display of flowers. The flowers springing from the dark earth, the butterfly from the cocoon, the chicken from the egg, are employed as symbols of the resurrection.

Recitation.

THROUGH DEATH TO LIFE.

Have you heard the tale of the aloe plant,
Away in the sunny clime?
By humble growth of a hundred years,
It reaches its blooming time;
And then a wondrous bud at its crown
Breaks into a thousand flowers;
This floral queen in its blooming seen
Is the pride of the tropical bowers;
But the plant to the flower is a sacrifice,
For it blooms but once, and in blooming it dies.

Have you further heard of this aloe plant,
That grows in the sunny clime,
How every one of its thousand flowers,
As they drop in the blooming time,
Is an infant plant that fastens its roots
In the place where it falls on the ground;
And fast as they drop from the dying stem,
Grow lively and lovely around?
By dying it liveth a thousandfold
In the young that spring from the death of the old.

Have you heard the tale they tell of the swan,
The snow-white bird of the lake?
It noiselessly floats on the silvery wave,
It silently sits in the brake;
For it saves its song till the end of life
And then in the soft still even,
'Mid the golden light of the setting sun,
It sings as it soars into heaven,
And the blessed notes fall back from the skies;
'Tis its only song, for in singing it dies.

You have heard these tales? Shall I tell you one,
A greater and better than all?
Have you heard of Him whom the Heavens adore,
Before Whom the hosts of them fall?
How He left the choirs and anthems above,
For earth in its wailings and woes,
To suffer the shame and pain of the cross
And die for the life of His foes?
O Prince of the noble! O Sufferer divine!
What sorrow and sacrifice equal to Thine?

Have you heard this tale, the best of them all,
The tale of the holy and true?
He dies, but His life in untold souls
Lives on in the world anew.
His seed prevails, and is filling the earth,
As the stars fill the sky above;
He taught us to yield up the love of life,
For the sake of the life of love.
His death is our life, His loss is our gain;—
The joy for the tear, the peace for the pain.

DECORATION DAY—a day sacred to the memory of fallen soldiers. On the thirtieth of May, soldiers and citizens march to the cemeteries and strew the graves of soldiers with flowers. The graves of the blue and the gray are alike decorated.

Recitation.

THE BLUE AND THE GRAY.

By the flow of the inland river,
Whence the fleets of iron have fled,
Where the blades of the grave-grass quiver,
Asleep are the ranks of the dead.
Under the sod and the dew,
Waiting the judgment day,—
Under the one, the Blue,
Under the other, the Gray.

Those in the robings of glory,
These in the gloom of defeat,
All with the battle-blood gory,
In the dusk of eternity meet.
Under the sod and the dew,
Waiting the judgment day,—
Under the laurel, the Blue,
Under the willow, the Gray.

From the silence of sorrowful hours
The desolate mourners go,
Lovingly laden with flowers
Alike for the friend and the foe.
Under the sod and the dew,
Waiting the judgment day,—
Under the roses, the Blue,
Under the lilies, the Gray.

So with an equal splendor
The morning sun-rays fall,
With a touch impartially tender,
On the blossoms blooming for all.
Under the sod and the dew,
Waiting the judgment day,—
Broidered with gold, the Blue,
Mellowed with gold, the Gray.

No more shall the war-cry sever,
Nor the winding river be red;
They banish our anger forever,
When they laurel the graves of our dead.
Under the sod and the dew,
Waiting the judgment day,—
Love and tears for the Blue,
Tears and love for the Gray.

—FRANCIS MILES FINCH.

FOURTH OF JULY—is the anniversary of the Declaration of Independence, which was signed July 4, 1776. The day is ushered in with the ringing of bells, the firing of cannons, and the display of the national flag. A national salute is fired at sunrise, noon, and sunset from every fort and man-of-war. The day is kept noisy by fire-crackers, bands of music, and parades, and at night the country is ablaze with fireworks.

Recitation.

THE INDEPENDENCE BELL.

There was tumult in the city,
In the quaint old Quaker town,
And the streets were rife with people
Pacing restless up and down;
People gathered at the corners,
Where they whispered each to each,
And the sweat stood on their temples,
With the earnestness of speech.

"Will they do it?" "Dare they do it?"
"Who is speaking?" "What's the news?"
"What of Adams?" "What of Sherman?"
"Oh! God grant they won't refuse!"
"Make some way there!" "Let me nearer!"
"I am stifling!" "Stifle then!"
When a nation's life's at hazard,
We've no time to think of men."

So they surged against the state house,
While all solemnly inside
Sat the Continental Congress,
Truth and reason for their guide,
O'er a simple scroll debating,
Which, though simple it might be,
Yet should shake the cliffs of England
With the thunders of the free.

Far aloft in that high steeple,
Sat the bell-man, old and gray;
He was weary of the tyrant
And his iron-sceptered sway,
So he sat, with one hand ready
On the clapper of the bell,
When his eyes could catch the signal,
The long expected news to tell.

See! see! the dense crowd quivers
Through all its lengthy line,
As the boy beside the portal
Looks forth to give the sign;
With his little hands uplifted,
Breezes dallying with his hair,
Hark! with deep, clear intonation
Breaks his young voice on the air.

Hushed the people's swelling murmur.
As the boy cries joyously!
"Ring!" he shouts, "ring! grandpapa,
Ring! oh, ring for LIBERTY!"
Quickly at the given signal
The old bell-man lifts his hand,
Forth he sends the good news, making
Iron music through the land.

That old state house bell is silent,
Hushed is now its clamorous tongue,
But the spirit it awakened
Still is living—ever young;
And when we greet the smiling sunlight,
On the Fourth of each July,
We will ne'er forget the bell-man,
Who betwixt the earth and sky.
Rang out loudly "INDEPENDENCE,"
Which, please God, shall never die.

SONG—HURRAH FOR INDEPENDENCE DAY.

THANKSGIVING—a day appointed by the President, occurring usually the last Thursday in November. It was instituted by the Puritans, who detested Christmas as a relic of Rome, and abolished it. Wanting some day to replace it, the governor of the colony appointed a day in Autumn for solemn thanksgiving for all the blessings of the year and the bounties of harvest. The observance has spread from New England to the other states until now it is national. Celebrated after the ingathering of the crops, it is a day of feasting and rejoicing among friends.

CHRISTMAS—the greatest celebration throughout the year, in remembrance of the birth of Christ. Churches and houses are decorated with evergreens, holly, bay, rosemary, and laurel. One of the most charming customs formerly was the singing of Christmas carols on Christmas eve and Christmas morning. Children would come bearing little evergreen trees, and sing under the windows or before the doors.

AN OLD CAROL.

Tell us, thou clear and heavenly tongue,
Where is the babe that lately sprung?
Lies he the lily-banks among?

Or say, if this new birth of ours
Sleeps, laid within some ark of flowers,
Spangled with dew-light? Thou canst clear
All doubts, and manifest the where.

Declare to us, bright star, if we shall seek
Him in the morning's blushing cheek,
Or search the beds of spices through,
To find Him out?

NEW YEAR'S DAY—is the first day of the New Year. The passing away of the old year and the arrival of the new is heralded by a peal of bells, which after twelve o'clock has struck, burst forth from every steeple. Another custom is to pass to the house-door, unbar it, and with great formality let out the Old, and let in the New Year. In some places the Old Year is "fired out" and the New Year "fired in" by a discharge of every description of firearms.

Recitation.

RING OUT WILD BELLS.

Ring out wild bells to the wild sky,
The flying cloud, the frosty light,
The year is dying in the night:
Ring out, wild bells, and let him die.

Ring out the old, ring in the new,
Ring, happy bells, across the snow,
The year is going, let him go,
Ring out the false, ring in the true.

Ring out the grief that saps the mind
For those that here we see no more;
Ring out the feud of rich and poor,
Ring in redress to all mankind.

Ring out a slowly dying cause,
And ancient forms of party strife;
Ring in the nobler modes of life,
With sweeter manners, purer laws.

Ring out the want, the care, the sin,
The faithless coldness of the times;
Ring out, ring out my mournful rhymes,
And ring the fuller minstrel in.

Ring out old shapes of foul disease;
Ring out the narrowing lust of gold;
Ring out the thousand wars of old,
Ring in the thousand years of peace.

Ring in the valiant man and free,
The larger heart, the kindlier hand;
Ring out the darkness of the land,
Ring in the Christmas that is to be.

—Tennyson.

A FEW OF THE QUESTIONS THAT WILL BE SUGGESTED.

1. Review on the date and meaning of the holidays.
2. Who was the "Father of his Country?"
3. Where and when was he born?
4. Require beforehand some scholar to write up the important points in his biography.
5. Name some of the battles in which he fought.
6. Who said "First in war, first in peace, and first in the hearts of his countrymen?"
7. Where and when did he die?
8. Who are meant by "the blue and the gray?"
9. In what war did they fight?
10. Where is the National Cemetery?
11. How many signers were there to the Declaration of Independence?
12. Who prepared it?
13. Where was it signed?
14. Describe the national flag.
15. Who are meant by voters?
16. What event occurred Nov. 25, 1783, that occasioned Thanksgiving throughout the United States?
17. What is the origin of Santa Claus?
18. What custom was and is common among the Dutch on New Year's Day?

PERSONS AND FACTS.

It is a somewhat interesting fact that the citizens of Vermont hold mortgages on real estate outside of the state amounting in the aggregate to nearly five and a-half millions of dollars. This comes from the fact that the Green Mountain boys have always had the privilege of attending good schools, and have been compelled to work out their destinies by muscular as well as brain efforts. They have always believed and practiced in education by doing.

PROF. E. L. YOUNG, who has been lying very ill all summer at his brother's residence in Mount Vernon, is now slightly improving. He has, however, given up all expectation of being relieved from the adhesions in his lungs which resulted from his attack of pneumonia, three years ago, and will conform his method of life to the limited breathing power still left him. As soon as his strength will permit he will go to a milder climate, probably somewhere in Florida.

GEORGE BANCROFT has just passed his eighty-sixth birthday.

Anti-saloon meetings are common all over the country.

MR. BAYLESS W. HANNA, Minister to the Argentine Republic, emphasizes the fact that the nearest mail route to Buenos Ayres from New York is by way of Liverpool. This is an interesting maritime fact and a sad comment on our commercial status.

An English periodical, reviewing General Grant's Memoirs, says that "Grant was the son of a farmer, who gave him a much better education than he had himself received;" that "the civil war obliged Grant to become a soldier, in which capacity he served for fourteen years, when he again took to farming, which he had to relinquish on account of ill-health;" that "he then became successively estate agent, clerk in a store, Senator, and President."

There are 60,000 school children in the schools of Vermont, exclusive of those who attend private schools.

PROF. ZWIERER, of the University of Bonn, is a very absent-minded man. He was busily engaged in solving some scientific problem. The servant hastily opened the door of his studio and announced a great family event: "A little stranger has arrived."

"Eh?"

"It is a little boy."

"Little boy! Well, ask him what he wants."

An English literary journal states that the aphorism "Cleanliness is next to godliness" first appeared "in the Bernia as the last Mishna of Sola." Glad to know it; but "Constant Reader" will still continue to write letters to his local editor asking in what part of the Bible the passage may be found.

It cost a fashionable lady who was sojourning at Saratoga this summer \$300 for doctors' bills for attendance on a pet dog which was taken sick. She thought the charges very reasonable, but complained when the nurse informed her that her little daughter had a severe cold and she had paid 25 cents for a bottle of cough medicine. "Children are awful expensive things," she said, "and I don't know why they have to get sick."

MR. GEO. A. LITTLEFIELD, superintendent of schools at Newport, formerly one of the supervisors of the Boston public schools, is prepared to deliver his lecture upon Daniel Webster, his life, character, and public services. He also has ready for use several lectures upon educational topics.

DR. MICKLEBOROUGH, principal of Public School, No. 9, Brooklyn, has during the past summer been doing institute work in Gallipolis, Marietta, and Lancaster, Ohio. For many years Dr. Mickleborough was principal of the Cincinnati Normal School. He is the author of several works published by Van Antwerp, Bragg, & Co., Cincinnati.

M. JULES SIMON thinks the weak point of the French Republic is its universal suffrage.

PROF. B. H. REDBROOK, principal of the Eastern Iowa Normal School, is a busy man. In addition to his work in the school he is

also a member of the State Reading Circle Board, State Superintendent's Advisory Board, State Educational Council, and State Board of Examiners. His long experience in the work of education in Iowa renders him an extremely valuable man in each of these departments of work.

When Syrian boys go to school they take off their shoes and leave them outside the door, but they keep their caps on. Sometimes there is 100 shoes all in a big pile, and when school is over the boys all rush out and kick and pull to find their own shoes. And in school the boys all sit on the floor and study out loud. They rock themselves back and forth and try to see which can scream the loudest, for if one of them stops the teacher whacks him with his stick.

THOMAS STEVENS, the plucky correspondent of *Outing*, who is making the trip around the world on his bicycle, has arrived in Delhi, India, in good health and confident of his ability to complete his journey, unless some unforeseen accident bars his way to China.

A committee of the Massachusetts Teachers' Association, last November, presented a report on the Progress of Primary School Instruction in Massachusetts, which was ordered printed, and of which copies may be had on application to E. P. Seaver, School Committee Rooms, Boston.

THINGS OF TO-DAY.

It seems ridiculous that 25,000 operatives should be thrown out of employment in this state because a capable "roving boy" was promoted to "jacksplanner" in an Amsterdam (N. Y.) mill. He was a Knight of Labor, but not a member of the Spinners' Union, and the union demands that a regular spinner be employed. The operatives in Amsterdam struck, and refused to go to work as advised by Grand Master Powderly, and now the mill owners have decided on a general lockout. This is an unfortunate thing for the workmen, with winter near at hand. The labor organization needs ballast.

A curious story comes from Paris saying that the police have ordered the removal of lampoons upon Prince Bismarck from the walls of a French newspaper office.

The successful operation of the new submarine torpedo boat, (recently on exhibition in the Hudson river, just west of the city of New York), has attracted much attention. The boat is called "the Peacemaker" in view of its aid in keeping the peace by the destruction of war vessels. The Peacemaker was constructed by C. H. Delemater & Co. and is owned by the Submarine Monitor Company. The boat has worked very successfully so far, and promises to be a valuable addition to our navy. We shall have no need of an elaborate system of coast fortifications, if our harbors are defended by these little boats. No ironclad can withstand the force of a torpedo exploded below its keel, and the Peacemaker moves so swiftly and stealthily that it is almost impossible to guard against its approaches.

The Republicans of Minnesota are against the saloon.

The last franchise act made two millions new voters in Great Britain and Ireland.

At an educational conference, recently held at Buda-Pesth, under the presidency of M. Trefort, the minister of public education, the following regulations were established: Every middle class school is to have a medical officer, who will receive an annual salary of 200 florins in schools where a complete course of instruction is given, and 100 florins in other schools. He must examine all pupils at the commencement of each scholastic year, and keep a constant watch over their health, and must give special attention to the prevention or eradication of infectious diseases. He will also give advice during gymnastic exercises. He will also keep a watch over the instruction in general; and, if he observes any deleterious influence in operation, with regard either to the whole school or to individual pupils, he will bring the same under the notice of the director of the school. In the complete schools he will give instruction in hygiene, for two hours each week, to those pupils of the higher classes who may desire to receive it, the subject being treated in an easy and popular manner.

After weeks of agonizing suspense, word came that the Anchoria is safe, and will be seen in this port.

Russia has in view two objects. One object is to conquer the country lying west of India, and to force the right of way to the Indian Ocean. Russia has run a railroad within dangerous proximity to Herat, and can throw her troops into Afghanistan at a week's notice. That she has determined to use every favorable opportunity to get to the Indian Ocean is not doubted by any intelligent observer of events.

New England was again recently shocked and disgraced by the financial crash of Mr. W. E. Gould, of Portland, a cashier in a bank, with a salary of \$4,500, who is a defaulter in the sum of some \$137,000. Mr. Gould has been an ardent church member, a lay preacher exerting a wide influence in the state and in his denomination (Congregational), taking a hand in various religious enterprises, and is widely known. He built and lived in a house that cost \$60,000, and maintained a high style of living. His salary could not support his desires, and so he resorted to the wicked practice of speculating with other people's money. His common sense and his religion were not strong enough to keep him within the limits of an annual income of \$4,500 a year. He pleaded guilty, and was sentenced to ten years in prison, the court remarking that the sentence is needful to the interests of the community. Social rivalry seems to be the bane in this case, as it has been in so many other cases of a similar character.

The Russians are evidently convinced that the present difficulties in the east of Europe will result in the declaration of war. No less than forty thousand Cossacks are echeloned along the Austrian frontier, ready at a moment's notice to sweep down into the enemies' country and to destroy all railway communication, a mission in which they would be assisted by a large force of the newly organized mounted infantry.

MR. FARNELL'S bill has been rejected by a vote of 297 to 202.

The utmost care is used in preparing Hood's Sarsaparilla: It is pure, honest and reliable.

EDUCATIONAL NOTES.

COLORADO.

The teachers of first-year pupils in Denver schools have prepared a little book which they have called "Exercises in Sight Reading." This little book of sixty pages is the product of the united efforts of the primary teachers, each one presenting two or more exercises. The vocabulary is limited to that of the First Reader regularly in the hands of the pupil.

The three great state educational institutions are in danger of temporary lying-by for repairs. The best skill of the best men in the legislature can well be used in solving the problem as to how the treasuries of the institutions can be sustained. If no money over and above four mills can be raised by state taxation, if it shall be decided that at the present valuation four mills is to be the total tax, one can see little money for the state schools. We trust some wise men will point out a way by which the difficulty will be overcome.

HON. L. S. CORNELL will be the next superintendent of public instruction. This is his third nomination to this office, an unusual testimonial to an officer in this state. Prof. Cornell has undertaken two very important movements which he is anxious to see firmly established before he leaves the state office, viz., the founding of a county institute system, and the grading of the rural schools.

Longmont College opened with thirty-two students; more are expected.

The Republican state convention unanimously adopted this resolution:

"Such lawful statutory regulations regarding the employment of children under fifteen years of age as will insure the right to an education, and prevent the over taxing of their physical strength."

South Pueblo. State Correspondent.

F. B. GAULT.

CONNECTICUT.

The fortieth annual meeting of the Connecticut State Teachers' Association will be held in High School Hall, New Haven, October 28, 29, and 30. Some of the speakers who will address the association, are: Dr. B. A. Hinsdale, late superintendent of schools, Cleveland, Ohio; Hon. J. W. Dickinson, Secretary State Board of Education, Boston, Mass.; Col. Jacob L. Greene, President Connecticut Mutual Life Insurance Co., Hartford, Conn.; Prof. W. H. Payne, Professor of Pedagogy, Michigan University, Ann Arbor, Mich.; N. A. Calkins, Assistant Superintendent Schools, New York City; Rev. E. B. Sanford, Westbrook, Conn.; Mr. J. D. Whitmore, Vice Principal New Haven High School; Mr. W. R. Martin, Hartford High School; Mr. A. F. Amadon, Principal Putnam High School; Prof. B. Jepson, Instructor in Vocal Music, New Haven Public Schools; Mr. J. S. Cooley, Principal Union Graded School, Windsor Locks, Conn.; Mr. E. L. Mead, Principal High School, Winsted, Conn.; Mr. W. H. Desper, Superintendent Schools, Stafford Springs, Conn.; Mr. W. F. Gordy, Principal North School, Hartford, Conn. Short addresses may be expected from His Excellency Gov. H. B. Harrison, Rev. Timothy Dwight, President Yale College, Judge William C. Robinson, Yale Law School, and Ex-Mayor, L. W. Sperry, of New Haven, on Friday evening.

FLORIDA.

HON. A. J. RUSSELL, state superintendent of public instruction, with his corps of institute lecturers, Profs. H. N. Felkel, J. A. Graham, Mrs. H. K. Ingram, and others, held an institute for the counties of Alachua and Levy, at Gainesville, from Tuesday, Oct. 12, to Oct. 16.

GEORGIA.

PROF. E. C. BRANSON, at the head of the public school system of Athens, is the right man in the right place. These city schools will soon be the finest in the state, for no pains nor expense will be spared to make them a success. They are the best equipped city schools in the state of Georgia. Four hundred and fifty of Andrews' Triumph desks have been bought at an expense of about \$1,700. With desks already on hand, the seating capacity of the schools is about eleven hundred. The schools have been provided abundantly with reading charts, music charts, number charts, numeral frames, numeration boxes, peg-boards, and other materials for teaching numbers; wall maps, globes, gongs and all other requisite items of equipment. Enrollment to date 402 white, 547 colored; total 949.—Athens (Ga.) Banner Watchman.

INDIANA.

The teachers of Decatur County, to the number of one hundred, assembled in joint institutes at Greensburg, Oct. 2, instead of meeting in each township as usual. Miss Hill, of the Indiana State Normal, was present, and gave instruction particularly in the third and fourth years' work. She illustrated her manner of teaching geography by the moulding process. She would have each pupil provided with a pan, eighteen by twenty-four inches, and sand or clay for the work. After they have studied the structure of the continent, the pupils would mould the form in their pans, then draw the form on the board. Another excellent plan in teaching geography was to take imaginary journeys to different parts of the world with the children and study everything of interest on the route—people, animals, vegetation, cities, etc.

In the afternoon Miss Hill conducted a model recitation in the third reader, having a class of children for that purpose. Her object was to impress upon the teachers the necessity of the child's having the thoughts of the author fixed in the mind before trying to read.

IOWA.

The Keokuk High School has made several changes in its corps of instructors. Mr. C. H. Gordon, of Albion, Mich., has charge of the department of mathematics, Miss Nellie Wilcox, of Ithaca, N. Y., takes the German, Miss Florence Backus will continue to have the Latin and history, and Mr. George Edward Marshall continues with the natural sciences. Mr. N. Memon is the principal.

KENTUCKY.

COL. R. D. ALLEN has resigned the presidency of the state teachers' association. Prof. R. N. Roark, of Glasgow, succeeds to the duties of the position.

MISSOURI.

PROF. WM. H. LYNCH is principal of a very prosperous high school at West Plains. Owing to his earnest efforts it has become one of the best equipped and most thorough schools of the west. He heads a corps of five or six efficient teachers, and looks carefully to the physical, social, and moral education, as well as the intellectual. He makes female education and music a specialty.

SUPT. HAWKINS still has charge of the Nevada schools, which open with an increase of two hundred pupils over preceding years.

SUPT. J. M. WHITE, of Carthage, has just issued a well systematized course of study.

J. E. FALLERS is principal at LaBelle this year.

SUPT. T. E. SPENCER is in his fifth year at Marshall. Marshall High School now employs three teachers.

Warrensburg normal school opened with two hundred and seventy present the first day. President Osborne writes hopefully concerning the coming year. Warrensburg is at once the oldest, and largest state normal in Missouri.

SUPT. GREENWOOD is collecting information from the larger public libraries concerning the reading of public school teachers. State Correspondent. J. P. BLANTON.

MINNESOTA.

MR. COLE, of Lake Crystal, has been elected principal of Slayton. A very pleasant institute is reported at Northfield. About one hundred teachers were present. Prof. McCleary is one of the successful institute instructors.

NEW HAMPSHIRE.

FRANK WIGGIN, late principal of the Provincetown, Mass., high school, has been elected principal of Atkinson Academy.

W. H. HARTSHORN, of Lewiston, Me., a Bates College graduate, has been engaged as principal of the Laconia high school.

The salary of B. F. Dame, formerly of Manchester, but now principal of a school in Lawrence, Mass., has been increased from \$1,800 to \$2,000.

MISS MARY P. FRISBIE, of Portsmouth, has been engaged as assistant teacher in the Warren free high school, vice Miss Parker, resigned.

ARTHUR FAIRBANKS, the newly elected Greek tutor at Dartmouth, is the eldest son of Prof. Henry Fairbanks, of St. Johnsbury. He led the last class at Dartmouth.

MISS FLORENCE G. FREESE, of Tilton, is engaged to teach in the intermediate department of the graded school at Lake Village. The fall term began Sept. 13.

MISS ESTELLA FREESE is teaching in the village district in Tilton. She began Sept. 13.

Concord. State Correspondent.

ELLEN A. FOLGER.

NEW JERSEY.

Misses Emma J. Landrine, Ella L. Riggs, Emma Gottsche, M. L. Cooley, Sarah E. Teifer, Annie M. Black, and Tillie Coulter, have resigned their positions in the public schools of Jersey City.

Morristown, a pretty city of north Jersey, has excellent public schools. An alumni meeting was recently held, which several prominent New York business men attended. A new school building, costing about \$20,000, is nearly completed.

The Board of Education of Jersey City has ordered that the public schools be closed on Oct. 28, the day on which the Bartholdi statue is to be unveiled.

Eatonstown. State Correspondent.

W. D. TYNDALL.

NEW YORK.

Columbia County institute will be held at Philmont, commencing Nov. 8.

South Side Teachers' Association met Oct. 9, at Patchogue, L. I. The success of this meeting was due in a great measure to its efficient leader, Mr. O. B. Kipp, principal of Islip union school. Mr. Gordon, of Patchogue, conducted a class in psychology. Many valuable hints and practical suggestions were received from the various discussions on attention and discipline. Mr. Roberts, of Babylon, in an interesting article upon the subject, echoed the petition of every teachers that the coming institute be so conducted as to insure more valuable results than those of previous years, and a unanimous vote was given in favor of an institute being held in each commissioner district. The Science of Writing afforded the subject of an address by Mr. Hulise, of Amityville, who makes a specialty of this branch of education. The Penny School Savings Bank was then advocated by Mr. Wilson, assisted by Mr. Thure, the general agent of the Long Island City Savings Bank, with a view to establishing the system where not already adopted.

LAVINIA M. THAYER, of Fredonia, N. Y., has secured a position as teacher at Hanna, La Porte County, Ind.

Herkimer union school did a good work in regents last year. Nineteen preliminary, three intermediate certificates, and two diplomas were granted to the pupils. A reading-table has been placed in the upper room of this school, which is kept supplied with papers and periodicals by the friends of the school, thus giving the scholars access to the news of the day. In surroundings and discipline, a well-ordered home is the model of this school under Principal Erastus Crosby.

PENNSYLVANIA.

The Clonian Literary Society of S. W. L. N. S., California, held its reunion October 15.

The Bloomsburg State Normal School is in the most flourishing condition of its history. The new building adds greatly to its facilities.

PROF. WM. NORTLING, the veteran educator of central Pennsylvania, is preparing a work on Elementary Instruction, which will be published by the Teachers' Mutual Union, and sent gratis to all members of the order.

Lower Merion, the wealthiest district of Pennsylvania, has put into operation its central high school system with a complete graded course of study. The teachers of this district have organized an Improvement Association, and have adopted "Quincy Methods" as their first study.

SUPT. JAMES MAC ALISTER, of the Philadelphia public schools, delivered three lectures on the history and structure of the

United States government before the teachers' institute, on the evening of September 28, October 1, and 8. A synopsis of the lectures was as follows: Government, meaning of term, necessity of civil government, different forms, colonial forms, first attempts at union, the articles of confederation.

Lecture II. Look up the constitution of the United States, discussed the nature and object of the constitution, and the legislative branch of government.

Lecture III, discussed the executive and judicial branches, the relation between the states and the Federal Government, amendments to the constitution, and lastly the constitution of the commonwealth of Pennsylvania.

The three lectures gave an entire outline of our system of government, and must have been very valuable to teachers.

WISCONSIN.

The report of the Milwaukee public schools, Superintendent Wm. E. Anderson, shows: 1st, That the high school and the new normal school have been working hand in hand, neither interfering with the work or members of the other; 2d, That an appropriation of \$75,000 has been made for the erection of a new high school building; also an appropriation for building three new schools on the south side; 3d, That the poor penmanship prevailing in schools is owing to too much practice in writing—a kind of practice that does not make perfect; that there should be special and exclusive work in writing for the sake of penmanship; 4th, That geography should be taught orally and with as much illustration and as many objective appliances as are needed to aid the imagination; but that oral teaching that introduces the lecturing method, or excludes printed matter as a means of instruction and introduces the mechanical activity of copying from the blackboard material that might be obtained from text books, is false; 5th, that script should not be taught as soon as reading; written tasks should be required after the hand is trained to writing and then chiefly in composition. "One thing at a time and that well learned" is adhered to in all the work.

The courses of reading for the Wisconsin teachers' reading circle for the coming year are as follows: (1) Barnes' General History, Quicks' Essays on Educational Reformers, and Nordhoff's Politics for Young Americans. (2) Sully's Teachers' Handbook of Psychology, Brooks' Primer of English Literature, and Swinton's Masterpieces of English Literature.

WYOMING.

The corner stone of the new university of Wyoming, now building in Laramie, was laid Sept. 27 with Masonic ceremonies. A procession was formed by all the local societies in regalia, headed by a band. Business was entirely suspended, and all Laramie witnessed the impressive ceremonies. The building will be of local stone, and will cost about \$55,000.

BROOKLYN.

PUBLIC SCHOOL, No. 37.

This very pleasant school is under the principalship of Mr. G. L. Martin, who has been connected with the school since its organization—ten years. He is a brother of S. S. Martin, principal of Public School No. 23, Brooklyn, and Mr. T. Dwight Martin, principal of Grammar School No. 32, New York City. They are gentlemen in every sense of the term, and rank high as able instructors and efficient principals. The respective schools with which they are engaged are fortunate in having such men at their head.

Mr. G. L. Martin formerly taught in the New York City schools. He is ably assisted by Miss Eliza Hinsbury, head of the primary department, and a corps of twenty-one teachers. Special interest is taken in music and drawing. Self-reliance and self-respect is impressed upon the minds of the pupils. Mr. Martin is ably seconded in his work by the school committee, the chairman of which is Mr. Robert Thomas.

PUBLIC SCHOOL, No. 43.

No. 43, situated on Boerum St. near Leonard, is one of Brooklyn's "youngest," and most favored schools. Maternal partiality is displayed in the costliness of the school building, which combines all the advantages of the modern school-house. The rooms are commodious, well lighted, well ventilated, amply supplied with blackboards, and furnished throughout, even in the lowest or introductory grades, with individual desks. The building is two stories high and extends through the middle of the block, from Boerum St. to Johnson Avenue.

Mr. Wm. B. Ridenour is the principal of No. 43. He is a well-known literary critic, and is the author of several school-books of high value. He is assisted in the management of No. 43 by Miss Adelaide A. Phillips, a lady of much ability and an enthusiast in her work. Miss Phillips was at one time principal of Branch 23, in which position she evidenced her eminent fitness for the one she now fills. No. 43 has already made its mark in the educational world. Much live teaching is done within its walls, and its pupils are in every way to be congratulated.

THE CENTRAL GRAMMAR SCHOOL.

Dr. Robert L. Leighton, the principal of this school has been connected with the same since its organization in 1878. He is a graduate of Tufts College in Massachusetts, and also of the Leipsic University of Germany. He was formerly principal of the high school at Melrose near Boston, after which he entered the University at Leipsic, taking its regular four-year's course. Upon his return from Germany he was appointed to the position he now fills. He is a fit illustration of, "The right man in the right place."

LETTERS

Dr. Leighton is assisted in his work by a corps of twenty-four instructors. There are at the present time eight hundred and fifty students in attendance at this school.

It is confidently predicted that with the opening of the new Central Grammar School building, Nov. 1st, the attendance in the two buildings will be more than doubled. Mr. Patterson, the superintendent of schools, is of the opinion that before the completion of the first year of the school in the new building, its seating or class accommodation for over one thousand pupils will all be taken up. The school in the new building will be for girls only, the school in the present building will be continued as a boys' school. As we intend at an early date to give a more complete account of the new Grammar School building, only this brief reference to it will be made at this time.

There has been an additional course of study, or three-years' course, lately arranged and entered upon. This takes up the study of languages in addition to the regular two-years' course of study.

With the introduction of this three-years' course it becomes practically a high-school.

There is also a regular commercial course of one year given in this school.

The attendance of the students is made up principally of those who have graduated from the different Grammar Schools in the city, although any one residing in the city, after passing the prescribed examination, is eligible for admittance.

THE BROOKLYN TRAINING SCHOOL.

This school is located on Berkley Place, near Fifth Ave., in a fine building erected in 1884-85 especially for this purpose, at an expense of \$70,000. The founding of this school is another step forward in educational matters that this city has taken within the past few years. The school opened in May, 1885, with Mr. Terrence Jacobson as principal, assisted by an able corps of instructors. Mr. Jacobson is a graduate of Lafayette College, and came to this position from the principalship of Grammar School No. 15. He has had long experience as a teacher, and has been connected with the Brooklyn schools for fifteen years. He brings to his present position great energy of character, and a determination to place this school in the foremost rank. Among his assistants may be mentioned Miss Lucella E. Smith, formerly of Washington, D. C., instructor in methods, natural history, language lessons, physical exercises, drawing, and oral instruction; Miss Sarah E. Scott, instructor in psychology and principles of education, laws of health, methods in arithmetic, etc.; Miss Emma L. Johnson, instructor in methods of reading, geography, spelling, and writing; Miss Mary Maloy is head of the practice department.

The school is divided into three departments, viz., theory, observation, and practice. A "B" grade teachers' certificate from the city superintendent of schools entitles one to all the advantages of the Training School.

The length of the graduating course is at least one year. The instructors of any special subject have the oversight of the methods of this subject wherever it is taught in any class in the school.

The principal, aside from the regular duties of his position, is also instructor in physical geography, philosophy of teaching, and school management. We purpose in the near future to give a more complete account of some of the class work done in this school.

NEW YORK CITY.

NEW YORK UNIVERSITY.

With its present session, the University of the City of New York inaugurates the additional graduate course ordained from the foundation. An early statute provided for these two divisions of instruction, known as graduate and undergraduate courses. The words of the Hon. Albert Gallatin in this connection, that "One is to complete the studies commenced in the colleges," were recorded in 1830. After half a century with the operation of the fundamental course, it is considered that the time has come for university work proper in arts and sciences. About twenty students, representing nine different colleges, have entered the graduate courses arranged in three sections. The selection in studies is made between, (1) Language and Literature, (2) Mathematics and Natural Science, and, (3) Philosophy and History. These courses are open to candidates on their diplomas as Bachelors, without examination, the privileges being offered on precisely equal conditions to men and women.

The recent floral display at the Industrial exhibition of the American Institute Fair, caused the largest attendance since the opening. In the evening, particularly, the building was thronged. Everything is now running smoothly in all departments. A feature of the floral department was the display of fruit and vegetables, palms, ferns, and evergreens.

The politicians are attempting to rob the city; the business and moneyed men are too busy attending to their own affairs to protect it from robbery, and the workingmen have taken a hand in politics for the purpose of destroying wrongs, cleansing away corruption, and giving the poorer sections of the city, streets as clean as Fifth Avenue.

ARTIST TEACHERS FOR LITTLE CHILDREN.—Rosa Dartle's questions are timely, and will probably set some teachers thinking upon the true importance of primary work; but she should have added a fourth, touching upon its great difficulty when well executed. To make abstract truths real to the minds of young children; to awaken the untrained perceptions and lead them through the realm of the visible and into the realm of the unseen; to watch over each budding faculty and cultivate it just enough for the best interests of symmetry and growth; surely all this requires a higher degree of culture than the correcting of compositions and the teaching of denominate numbers to pupils whose faculties are all in full play. Surely the little children require the artist teachers if there are any. "But," says the grammar teacher, "the faculties of our pupils are not all in full play." Then come downstairs and help us in the work of early development, and talk to your trustees until they see that your work here is of greater value than where you are. You are at present stationed in a grammar class to patch and cover up with your good teaching the defects in the work of weaker teachers below you. How much more you could accomplish for your pupils by taking them at an earlier age and giving them real conceptions instead of empty forms upon which their mentality must starve! You "would not care to make the change"—do not think you quite understand young children! Then there is something in primary work for you, a grammar teacher, to learn. Come and learn it; and feel, for the first time, that you are working on sound principles; and see your pupils grow and take form under your molding touch, and rejoice in the sight!

Yes, primary teaching is the most difficult of all teaching; and Rosa Dartle should have included in her set of queries: As the obscurity of the child's thoughts and the sensitiveness of his mind are greatest at the beginning, should not the consequently intricate task of early training be entrusted to the most competent and responsible of teachers?

PRIMARY TEACHER.

TEACHING BY TOPIC.—What is meant by "Topical Teaching?"

FREBEL.

"You may take four pages in history," says one so-called teacher, closes the book, dismisses the class. "You may study about King William's war to-morrow," says another teacher, and the class is not dismissed just yet. The teacher briefly sketches the state of affairs in Europe, and jots down on the board, "cause," the first point they are to look up for to-morrow's lesson; and then she briefly tells them of the important actions, the shocking massacres, and jots down point No. 2; the noted generals, the treaty that closed the war; the results are all mentioned in such a way as to arouse interest and a desire to know more about the subject. Then the class is ready to study intelligently, and they will recite intelligently.

Topical teaching requires more than the assigning of one, two, or three topics. The subject must be developed before the class, a concise, definite outline placed before them to be followed in their preparation work.

PSYCHOLOGY.—Of what use is psychology to a common school teacher?

W. W. P.

Is the training of a child of less importance because it is his lot to attend a common school, and not a high school? If the study of psychology better fits a teacher for the work of mind-training, is it not as necessary for one teacher as for the other? It is as possible to teach a child properly without a knowledge of mind, its faculties, their order of development and capacity for training, as it would be to guide a man through a forest with which you were not in the least familiar. There can be no appeal to faculties that you know nothing about; there can be but little training, but little systematic development. Any one who fills the position of teacher, whether in the little country school or in the city high school, should be familiar with, not only facts of knowledge and the best methods of teaching, but also with the principles that underlie those methods. Psychology is as indispensable in the profession of teaching as materia medica in the profession of medicine.

RULES.—Should a teacher have a set of rules?

SUSAN JONES.

The day is coming with the dawn of the Millennium when laws and rules will be unnecessary: but at present, when men and children have such imperfect ideas of right and wrong, in order to have a well governed community or school, some more explicit directions are necessary than the general one, "Do right," that is often given. It is a poor plan indeed to start out with a code of rules; such rules should be made as the occasion calls for, and such as this particular set of scholars demand. Rules there must be, and rules there will be, but let them grow up gradually like the constitution of England, and be tacitly understood and abided by.

OPENING EXERCISES.—How ought opening exercises to be conducted?

AMOS M. SMITH.

Opening exercises should be conducted in such a way as to be impressive, interesting, and elevating. If the teacher is interested in the opening exercises and feels their importance, the scholars will. If it is customary to read from the Bible every morning, always select such verses that are characteristic for their beauty and simplicity, and further select something that will teach some moral idea you are trying to impress. Sometimes a short psalm is selected, and the children repeat it, clause for clause, after the teacher. In other schools the scholars are divided into

sections, and short, beautiful quotations are given by the members of different sections on different mornings. Sing once or twice on opening, and let the singing be of a devotional character. Avoid reading by course; do not let the exercises become monotonous, or they are useless. Do not be afraid of making a comment on what the scholars may repeat or you may read. Have the scholars understand that there is a purpose in the exercises, a meaning in everything you may do or say, and the room will become deathly still as the children will wait in expectancy for the teacher to begin, instead of the weary sigh and restless movement that is often heard at that time.

DATES.—Is it necessary to teach dates?

VOX.

It is very interesting and necessary to know the relative position of events in history. If a mind has a faculty for retaining the exact date, very well; but it is absurd to require children to commit the dates of events in the period of discovery and then those of the colonial period, and so on down to the present. The exact date of the most important events may be memorized, and then let the others be arranged in relation to them as occurring before or after. Aim to impress the relation of things and not to teach isolated facts with isolated dates. Greater intelligence is shown by a scholar who is able to answer correctly, "Did Salem Witchcraft break out before or after the first college was founded?" "Had Jamestown been founded long before slavery was introduced?" than if he recited the exact date perfectly this week, and the next knew not whether it was 1793 or 1693, 1719 or 1619, that these things happened. A knowledge of dates is not necessary to a knowledge of history. A professor of history once said he was sure of only two dates, his own birthday, and the Declaration of Independence.

THE STUDY OF GEOGRAPHY.—How many studies does geography embrace?

H. M. OBERLIN.

Geography is a description of the surface of the earth. It is divided into mathematical, physical, and political. A wide field! If the subject is taught intelligently, general facts from many of the sciences will be introduced by the way. A little of botany, zoology, geology, ethnology, astronomy, mathematics, history, science of government, and it may be others, will be taught the child as he proceeds in the study of the surface of this wonderful earth of ours.

TALENT IN THE HIGHER CLASSES.—To all of Rosa Dartle's questions a thinking person is compelled to answer, yes; but a great stumbling-block will have to be removed before the wrong can be righted. The immediate interest of the school principal is to gather all the talent of the establishment into the higher classes, which are ostensibly under his own supervision. It gives him less trouble and more renown. Besides, it is the established order of things, and to change it would require a long course of skillful engineering. Enthusiasm alone would undertake such a task, and enthusiasm is scarce. Let us pray for more of it.

FLORENCE NIGHTINGALE.

BAD BOYS.—Why are some boys bad?

ALVORD.

Because they have not been trained right in early life. Early education is everything. It is a great thing to have good parents. Home, street, and school influences tell mightily. We are apt to lay too much to the sins of our ancestors, but the fact is the present is infinitely more powerful with a child than all the ages gone before.

GOOD WAGES.—What are good wages for a village school teacher?

WILLIAM JAMES.

The principal of a school in a village of two thousand inhabitants should receive a salary equal to that of the postmaster of the place. The teacher has spent time and money fitting himself for his work; the duties he is called upon to discharge in the school-room are as important and require as great executive ability as those of the postmaster in the post-office. The assistants should receive sufficient salary so that after all necessary expenses are paid, they will be able to lay by one-half at least.

WHO CAN TEACH SINGING.—Can a teacher who cannot sing teach singing?

A. W. R.

There are thousands of teachers who, a few years ago, could not sing, who are now teaching singing with great success. No teacher has any excuse for not having good music in her school-room because she has not a good voice, or cannot now read music.

QUESTIONS.

1. What do you consider the best method of teaching physiology? F. P. SMITH.
2. Will you refer me to some book relating to teaching geography to primary pupils by sand moulding? C. R. R.
3. Where can I purchase a folding globe for the school-room, also the cheapest maps? L. W. H.
4. On which side of the Mississippi river does the drift tend to collect, and why? L. W. H.
5. Why is twilight at the mouth of the Mississippi river so much shorter than at its source? J. B. E.
6. Do you think it best after the child has gained by perception a knowledge of number, to give him immediately, the figure which represents a given number of objects or have him obtain a knowledge of number as far as ten by the use of objects without the figures? C. V. N.
7. How can I prevent tardiness? A. E. H.

BOOK DEPARTMENT.

NEW BOOKS.

BRITANNICUS. Tragedie par Racine. With Introduction and Notes by Eugene Pellissier, M.A. 50 cents.

FAUST. By Goethe. With an Introduction and Notes by Jane Lee. \$1.10.

London and New York: Macmillan & Co.

These two of the series of Foreign School-Classics which have become so justly popular by reason of their neat, substantial, convenient shape, excellent typography and thoroughly practical editing.

The introduction of "Britannicus" consists of a brief biography of Racine, with a thoughtful and analytic consideration of his writings, and an account of the historical sources of "Britannicus" with the deviations of Racine's play and the history of its career on the French stage. Each act of the play itself is prefaced by an argument in English, showing the general movement of the plot.

The thirty odd pages of notes at the end of the play are particularly valuable to the student, being of that discriminating character so hard to find in a text-book of the sort, aiding the reader and clearing up his difficulties rather than impeding and clouding his way with useless verbiage.

What has just been said concerning the general excellencies of "Britannicus," applies with equal force to the present edition of "Faust." The substance of the editor's introduction is taken from a series of lectures given at Newham College, Cambridge, her aim being to suggest what she believes to be the true meaning of the whole "Faust" poem. In the notes she has been guided to some extent by a wide experience with her own pupils among particular difficulties in the way of allusions, phrases, or constructions. This book is entirely worthy of the series in which it appears, saying which is indeed high praise.

PRICHARD'S CHOICE DIALOGUES. By Polly Ann Prichard. Chicago: A. Flanagan. 25 cents.

This little book, as its title indicates, contains a number of original, humorous, pathetic, entertaining, and instructive dialogues for school and public entertainments. It is a class of literature for which there is a great call and which is very hard to find of the right length and general character. Consequently this book is likely to meet a wide acceptance among both teachers and pupils. It also contains a number of recitations in verse and several short and bright acting charades. Schools, families, and entertainment committees will find it a valuable little book.

ST. JOHN'S EVE, and other stories, by Nikolai V. Gogol. New York: Thomas V. Crowell & Co. \$1.25.

These are short stories mainly of the Russian peasantry, and full of the strange, wild, simplicity of uncultivated Russian nature. The author's heroes are unimportant people, half-barbarous peasants, true cossack lads, hard drinkers, with circumscribed intellectual training, with superstitious imaginations; in a word, very simple souls, whose artless passions are shown without any veil, but whose very ingenuousness is a deliciously restful contrast to our romantic or theatrical characters, so artificial in their labored mechanism.

There is something in the author's style that seems to an English reader distinctively Russian. It can hardly by any means be the translating that leads to the Anglicised stories of Turgenev, Tolstol, Gogol, and other Russian writers, certain notable qualities in common, which prevail above their differences, as if there were a sort of orthodoxy in style, to which they had all subscribed. There is a crispness—if that much-abused figure be allowable—a clearness, simplicity, naturalness,—all outgrowths, it must be, of the national temperament; and going to exemplify that very true saying that the style is the man.

There is a shrewd penetration and a knowledge of human nature that combines curiously and delightfully with the author's ingenuousness and makes him seem like a wonderfully knowing child. The stories are full of imagination, and sure to appeal strongly to those who are tired with stereotyped and conventional American current literature.

THE MANUALS OF THE FIRST AND SECOND YEARS' WORK IN NUMBER, IN THE PUBLIC SCHOOLS OF WASHINGTON, D. C.

These books give a definite outline of work done in number, and the excellent methods employed there. The children are trained from the first to see the relations of numbers, to investigate, explore, and discover, and then to express in words (before using figures) the relation he sees, clearly and correctly. Special attention is given to training the children to originate problems and represent them by objects and drawings. Every subject is developed objectively. The knowledge gained the first year may seem small, but the powers developed is of greater value, and is shown somewhat in the second year's work by the ground they are able to pass over, and the problems they are able to originate, or to solve when originated by the teacher.

THE BOOK OF ELOQUENCE. A Collection of Extracts in Prose and Verse. By Charles Dudley Warner. Boston: Lee & Sheppard. \$1.50.

A great number of new "speakers" and books on elocution have appeared during the past year, but there is always room for more good books. Among these, the present volume takes a high place. It shows much care and painstaking in its preparation, and comprises many of the old masterpieces of elocution which, though familiar, only grow dearer as time grows older, and a great number of new selections of wide application and sterling worth.

It is divided into two parts: the first containing extracts in prose only, and the second selections in poetry. None of these are too lengthy for practical use; and in fact all are especially valuable for schools, where the time for delivery is often very limited. Part I. is subdivided into two sections: the first comprising examples of American elocution, and here we find such names as Webster, Clay, Calhoun, Everett, Seward, Sumner, Choate, Channing, Beecher, etc.; and the second section is taken up entirely with specimens of European elocution, ancient and modern,—such men as Sheridan, O'Connell, Robespierre, Macaulay, Carlyle, Bulwer, Sidney Smith, Kosuth, Curran, Tacitus, Demosthenes, Cicero, Dickens, Shakespeare, etc., have been drawn upon. In Part II., which is devoted entirely to poetic selections, we find some of the sweetest and most exquisite, as well as some of the grandest and most thrilling pieces in the English language. Here are seen the names of Holmes, Bryant, Longfellow, Mrs. Hemans,

Hood, Scott, Whittier, Aldrich, Carey, Shakespeare, Byron, Tupper, Moore, and others, mixed together promiscuously in the contents. In most speakers, there is considerable space devoted to an explanation of the rules of elocution, and an exposition of the many gestures and attitudes in delivery, but the editor of this volume has entirely ignored this feature. Whether he has been wise or not in this is open to debate, considering the number of excellent books upon this subject that have been published; but our opinion is, that in the absence of any special book on this matter, a little thought and common sense will suffice. All in all, the book is to be commended. It contains much valuable matter, and is neatly bound, with cloth cover.

THE CHILD'S BOOK OF HEALTH. In Easy Lessons for Schools. By Albert F. Blaisdell, M.D. Boston: Lee & Shepard.

The aim of this little book is to present in a manner interesting and easily intelligible to the youngest reader, the simplest facts about our bodily life. In its wording the book is homely and familiar; and its style is suggestive and stimulating. Children are readily interested in hearing and reading stories of the wonderful things in the great world around them, and the author believes that their eyes may be opened equally well to the wonders of the bodily house in which they live. He apprehends the real object in studying physiology in the lower grade of schools to be the teaching of young people how to keep well and strong; hence he has laid special emphasis upon such points as pertain to the personal care of health. Particular reference has been made to the effects of stimulants and narcotics. In his preface, the author suggestively remarks that a text-book is at best only a convenient outline of the subject to be taught, and he wisely advises the additional use by teachers of interesting material from various sources, supplementing the lessons of the book.

The treatment of the subject is exceedingly simple and well calculated to be of great service to young children. Besides, it is eminently practical for school use. The "blackboard hints" are particularly good, and many teachers will be more than glad to avail themselves of these.

DEAR LIFE. A novel. By J. E. Pantan. New York, 1, 8, 5 Bond street: D. Appleton & Co. 25 cents.

We have here a story that once commenced is sure to be finished. It is a strong, thrilling story, well worked out and admirably finished. The characters are carefully portrayed, and the conversations and scenes natural and interesting. It is based upon an event in the East Indian mutiny. Lady Manners, the principal character, is a woman who after twenty years absence from friends, during which time she is supposed to be dead, murdered by the mutineers, and to whose memory her husband has ever proved faithful, returns to England and her native village just as her husband's remains are about to be interred to his eternal rest. She endeavors to remain unknown by her friends, but she is recognized by her sister. She is found out, but refuses for a while to explain her past life. She finally says she has been held a prisoner in the palace of the Rajah, to minister to the women of the harem, and had been led to believe that all belonging to her had been murdered. With the aid of a missionary she has escaped and come back to England, only to find her husband and child had lived during all this time, and that the latter had grown to be an attractive young lady. She had really yielded her honor to save her life, and the same spirit of selfishness pervades her whole career. She is yet an attractive woman, and is wooed and won by an old friend of her husband. But just before her marriage to him, a rival, a true, good young lady, Beatrice Percival, unearths her secret, and though she does not betray her, she endeavors to argue her out of the marriage. She is unsuccessful, but before long Lady Manners comes to a tragic end. The story is well worth reading, and carries with it a moral easily read between the lines. It certainly is worthy of its place in this series of novels by the Appletons.

RALEIGH. By Edmond Gosse, M. A. New York: D. Appleton & Co. 75 cents.

This is one of the series of English Worthies edited by Andrew Lang. Although there are numerous existing "lives" of Raleigh, the present work is not by any means a superfluity. It would, indeed, seem to be a rule that the biography of any really great or interesting man deserves for its own sake to be rewritten by a fresh hand once in a few years. This is warranted by the natural accumulation of facts and recollections around the subject beside the advanced point of view taken by succeeding generations.

Mr. Gosse's book brings together for the first time certain material that had been separated and in different books, beside various small data and more than one fact of considerable importance, owing to the courtesy of several careful searchers in the same field. Mr. Gosse is himself so painstaking and accurate in his methods that one reads his work with a sense of reliance and satisfaction, which is a large factor in the enjoyment of his books.

He portrays in this volume Raleigh's personal career disengaged from the history of his times. In doing this, it has, of course, been necessary to pass rapidly over some highly important events in which he took but a secondary part. Raleigh has always been a favorite with the boys, and after they become men they seem to like him all the more. So that old and young both have cause to feel gratified to Mr. Gosse for writing about him, and for writing in just such a way,—giving them a, what he felicitously terms, full-length portrait of this fascinating character clothed in all the personal graces which have made him loved and famous.

EDUCATIONAL PSYCHOLOGY, A TREATISE FOR PARENTS AND EDUCATORS. By Louisa Parsons Hopkins. Boston: Lee & Sheppard. 50 cents.

This work is a digest of a course of lectures given to the normal class of Swain Free School, New Bedford. It is characterized by its originality, simplicity, and brevity. As the title indicates, it is written from the standpoint of a parent and teacher, and shows the importance of psychology in training the young. As a step to the consideration of the faculties, a chapter is devoted to physiological psychology, in which a description of the entire nervous system is given, and the correspondence between its activities and those of the mind is shown. The mind and its faculties are fully treated, but the aim of the work is something higher, viz.: to show the importance of training the faculties. Special attention should be given to the cultivation of sense perception, for on its exercise depends the exercise of other and higher faculties. Memory, imagination, judgment, and reason, should receive such attention as their stage of development demands. The moral as well as the intellectual results that come from the proper training of the powers of the mind are set forth. Teachers will find the work attractively written, and better still, both practical and suggestive.

NORMAL PHONOGRAPHY. By W. H. Barlow. Philadelphia. J. B. Lippincott Co. \$1.00.

The system here presented differs from the phonographies at present in use, chiefly in the use of the horizontal line, with its various modifications, to represent the vowels and diphthongs which when used, are written in connection with the consonants and without lifting the pen. The author premises that legibility is one of the most important features in considering any system of phonography: for, as every one familiar with reporting knows, it is one thing to write shorthand swiftly, and quite another thing to read it as swiftly, and it is at this point that most of the systems fail. And this failure is because of the fundamental error—as Mr. Barlow asserts it to be—that only the consonant outlines are required for legibility. He further shows that the endeavor, in practice, to remedy this radical fault by what are termed dotted vowels and vowel positions are uncertain and precarious in reading, and are, besides, a greater actual hindrance in writing than a simple forward horizontal line. Particular stress is laid upon the recognized truth that the confidence arising from an assurance of legibility begets of itself ease and swiftness in writing. The natural requirement of an actual sign to represent a given sound, is also insisted upon.

Another advantage of this system, growing out of the rejection of the dot as a vowel representative, is its extended use for other purposes of special interest to all phonographic writers.

So many people are, nowadays, interested in phonography, that any book containing new and practically helpful ideas on the subject is sure to meet with favor among a very large constituency. It may be said of this book that it is one of the best on this subject that has lately appeared.

The system is based upon sound principles and a thorough working knowledge of their application; from every point of view it is a boon to phonographers.

THE SANITARY ENGINEER. New York and London. \$4.00 a year.

This paper, published every Thursday, is devoted to engineering, architecture, construction, and sanitation. Persons interested in those subjects will find it a most reliable authority and a source of valuable information. All the latest improvements and inventions find their way to its columns, and are ably discussed and accurately illustrated by cuts. School officers and teachers desiring the latest improvements in ventilation and sanitary construction, would do well to consult this paper.

NEW MUSIC.

HALFDAN KJERULF'S ALBUM OF SONG. Translation by T. Marzials. Boston: Oliver Ditson & Co.

These songs have already begun to be named among the higher class of vocal music. They are unlike and yet very much like Schubert's and Robert Franz's. The words upon which the melodies are built are widely different in character, this very point displaying the ability of the composer. The first song, "Last Night," is a fair index to the thirty-two that follow. It is generally considered the gem of the collection.

Among the latest publications in instrumental music (Oliver Ditson & Company, publishers), are the following:

Waltz from Audran's opera, "Love's Vow," a bright piece of medium difficulty; "Lilly's Garden Polka," by Louis Meyer for beginners; "Nocturne," by Coloman Chuván, graceful and brilliant. The "Mandolin Polka," by Chas. E. Pratt, is written for violin and piano.

Some of the new songs are "Nell, the Village Lass," by J. W. Wheeler, for soprano; a folk song, "High in the Vault of Heaven," from the Swedish; Victor Hugo's words, "Daybreak," are very prettily adapted to music by N. H. Allen; and Lew Wallace's "Wake Not, but Hear Me, Love," (from "Ben Hur"), by George L. Osgood.

LITERARY NOTES.

MESSES. MACMILLAN & Co. have just issued a handsome, well-printed catalogue of their publications, which they will send, with quarterly supplements for one year, for 10 cents.

The latest thing in the line of new shorthand books is "One Hundred Valuable Suggestions to Shorthand Students," by Selby A. Moran, University of Michigan.

Outing for October has several good articles—a paper on "American Yachting," "Around the World on a Bicycle," and "Artistic Hints in Amateur Photography."

MESSES. GINN & Co. issued about the 15th, a handbook for teachers, by John T. Prince, entitled "Courses and Methods."

The Handbook of School Superintendents for 1886-87, issued by the Writers' Publishing Co. is now ready.

"Humorous Poetry of the English Language from Chaucer to Saxe" is one of the latest publications of Houghton, Mifflin, & Co.

About the 15th, Messrs. Cassell & Co. issued a new book, by Inspector Byrnes of the New York police force, giving the portraits, pedigrees, and records of a large number of celebrated criminals, who are now at large in all parts of the country.

PROF. EDWARD A. FREEMAN has a new volume of "Historical Letters" reviewing the chief periods of European history, in the press of Macmillan & Co.

CATALOGUES AND PAMPHLETS RECEIVED.

Common School Manual for the use of Graded Schools, and Rules and Regulations of the High School Board of Minnesota. Hon. D. L. Kiehl, State Superintendent of Public Instruction.

Reports of the Board of Directors and the Principal of the Waynesboro (Pa.) Public Schools, 1885-86. Charles H. Albert, Principal.

Manual of the District Schools of Bartholomew Co., Ind., for 1886-87. Amos Burns, County Superintendent.

Fifth Annual Report of the City of Galveston, Tex., 1885-86. W. M. Crow, Superintendent.

Catalogue of the Officers and Students of Toronto Baptist College, McMaster Hall, 1885-86; with Announcements for 1886-87. John H. Castle, D. D., President.

Annual Report of the School Committee of Newport, R. I., 1885-86. Geo. H. Littlefield, Superintendent of Schools.

Catalogue of the Ononock Academy, Va., 1885-86. Frank P. Brant, Principal.

Illustrated Trade Catalogue of Thomas Nelson & Co.'s Publications, 24 Bleeker street, New York.

Report of the Board of Education of New Haven Public Schools, 1886. Samuel T. Dutton, Superintendent.

Thirty-second Annual Report of the Superintendent of Public Schools of San Francisco, Cal., 1885. A. J. Moulder, Superintendent.

Thirteenth Annual Report of the State Normal School of Florence, Ala., 1885-86. T. J. Mitchell, Superintendent.

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